

Trenance Infant School

Inspection report

Unique Reference Number	111886
Local Authority	Cornwall
Inspection number	337769
Inspection dates	26–27 April 2010
Reporting inspector	Ronald Hall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	James Luke
Headteacher	Lisa Mannall
Date of previous school inspection	8 May 2007
School address	Trenance Road Newquay TR7 2LU
Telephone number	01637 874532
Fax number	01637 874532
Email address	head@trenance.cornwall.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They spent the majority of their time observing learning in each of the 12 classes, visited 26 lessons and observed 14 teachers. Inspectors also held meetings with the headteacher, staff, pupils and representatives of the governing body and spoke to parents. They observed the school's work, and looked at documentation including tracking of pupils' progress, samples of the monitoring of teaching and learning, school planning and the school development plan. Inspectors also closely scrutinised samples of pupils' recent work and documents regarding safeguarding. Questionnaires from 104 parents and carers and 35 staff were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all groups of pupils and particularly boys, summer-born children and those who speak English as an additional language were reaching their full potential
- if the school is doing enough to support the pupils' personal development and well-being and to raise attendance
- whether assessment information is used effectively to provide consistently challenging work for all groups of pupils and especially higher-attaining pupils
- if the work of the school is monitored and evaluated rigorously enough to identify the right areas for further improvement.

Information about the school

This is a larger-than-average-sized infant school. Most pupils are of White British heritage, with a small proportion from a range of other minority ethnic groups, some of whom speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is also broadly average. These pupils have a range of additional needs including learning, behavioural and physical difficulties. There has been a marked improvement in the school since the last inspection. The school shares the site with a children's centre, which is not under the control of the governing body and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is a highly effective school that provides an outstanding quality of education and care for its pupils. The school is particularly successful in raising the self-esteem of pupils and staff so that almost everyone says they are very pleased to be associated with Trenance Infants. There is vibrancy around the school, with all activities purposeful, interesting and enjoyable. Everyone is fully committed to the school and to its vision of high expectations coupled with lots of warmth and support. Key to the recent improvement is how the very successful headteacher, governors and senior leadership team have embedded ambition and are driving improvement forward. This has meant that what was a satisfactory school has turned itself around by clearly identifying what needed to be developed and rigorously pursued improvement with a united focus. The school has excellent systems to monitor and evaluate its effectiveness which ensures there is excellent capacity to improve further.

Children enter the Early Years Foundation Stage with skills broadly in line with national expectations. They make good progress and at times outstanding progress during their time at the school. This is reinforced as they move through the school, as pupils make consistently good and often better gains in their learning, leading to outstanding overall progress. Attainment is significantly above average by the end of Year 2. Outstanding work by the staff in their collection, interpretation and use of assessment ensures all staff have a range of information to plan an excellent series of activities that challenge all groups of pupils. This leads to at least very good and often outstanding teaching and learning. However, occasionally there is a lack of clarity in planning in both the learning intentions of the lessons and the outcomes to be achieved. The curriculum is outstanding because staff tailor activities to the interests and needs of the pupils very well. The Early Years Foundation Stage is particularly adept at doing this, hence the consistently good and often outstanding practice demonstrated by the staff.

The personal development of the pupils is outstanding. They are happy, keen and enthusiastic learners who thoroughly enjoy school and feel a strong sense of belonging. Attendance has been a major issue in the past. Although this is improving, the school acknowledges that more needs to be done, particularly in relation to issues concerning term-time family holidays. Behaviour is generally outstanding and has a very positive impact on learning. The school has worked particularly successfully with those who have behavioural problems and also with those who speak English as an additional language. Pupils have a good understanding of how to adopt a healthy lifestyle and of how to keep themselves and others safe. The care, guidance and support of pupils are outstanding because they are deeply embedded within the practice of teaching and support staff. Pupils are seen as individuals and high quality support is provided, including for those

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

with additional needs. The teaching assistants are a particular strength of the school in the support they give to those with special educational needs and/or disabilities. Overall there are strengths in all main areas and the school is keen to move on even further.

What does the school need to do to improve further?

- Improve attendance from broadly in line with national figures to at least 94.8% by September 2011 by reducing the frequency of family holidays taken in term time.
- Ensure that all teachers plan and convey to pupils consistently clear learning intentions and outcomes, accurately matched to the needs and abilities of the pupils.

Outcomes for individuals and groups of pupils

1

Attainment when pupils enter Year 1 is above average as a result of the excellent development of pupils' basic and key skills. Thereafter the interesting and fun approaches used by staff in early-morning skills sessions mean pupils are highly focused on their key writing, language and reading skills as well as fully motivated right from the start of the day. Furthermore, they sustain this motivation and enthusiasm for learning throughout the day. In the last couple of years the school has admitted more pupils with special educational needs and/or disabilities and has worked exceptionally well with these pupils. Assessment information indicates that these pupils have progressed at least in line with their peers and in some cases even better from their starting points. Over several years, pupils' attainment has consistently been significantly above average, in part because of the very effective use made of the excellent tracking and assessment information to inform planning. The scrutiny of recent work and lesson observations indicate that standards in all year groups are rising. School data confirm a picture of rising standards, with pupils' attainment on course to be significantly above average this year. Excellent achievement is illustrated in particularly effective teaching in Year 2, where pupils' skills in the use of information and communication technology were outstanding. Pupils eagerly manipulated both sound and picture features to create a range of finished products. These skills are further exemplified in the school's newspaper, which the pupils produce totally unaided to an excellent standard. Overall the quality of pupils' learning and progress is outstanding. All groups of pupils are making similar progress, including those who speak English as an additional language, and there is no disparity between summer-born pupils or between girls and boys. Pupils really like their school, as illustrated by one response to an inspector: 'I really like school, everyone is so nice.' Their excellent behaviour is a result of clearly communicated school values where everyone is valued as an individual. Pupils with behavioural difficulties know their boundaries and recognise what sanctions and rewards there are for particular actions. Pupils enjoy being active and enjoy a wide range of after-school clubs. There are excellent opportunities for pupils to take on responsibilities within the school and wider community. Pupils want to be on the school council and feel it is an important part of the school. Older pupils willingly take on responsibilities such

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

as supporting and helping younger children. Pupils develop lots of social confidence, improve their basic skills and are well prepared for their future. The development of pupils' mathematical, language, reading and information communication skills are all outstanding and pupils use these skills very effectively in all areas of their education. Although punctuality in the school is good, some pupils' attendance is not as high as the school would like owing to the seasonal nature of parents' and carers' employment. As a result of high expectations for pupils' behaviour and effort, their social, moral and personal skills are highly developed. This, coupled with lots of visitors, including those from different faiths and cultures, helps foster strong spiritual and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The teaching team has a lively and enthusiastic approach to their roles which results in lessons often being pacy and challenging. Several activities combine fun together with the consistent development of basic skills. Teachers' management of pupils is exemplary, resulting in them being on task throughout most activities. Pupils really enjoy their lessons and therefore make considerable gains in their learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Key to the outstanding quality of teaching and learning is that generally staff plan interesting and enjoyable lessons and make particularly successful use of the outstanding assessment information to ensure that activities are appropriately challenging for all groups of pupils. Planning for higher-attaining pupils is particularly strong, with teachers ensuring they are always stretched. However, occasionally the pace of learning slows when learning intentions and outcomes are not accurately linked or focused on the needs and abilities of the pupils. The curriculum is full of interest for pupils and very well planned and adapted to meet the needs of all. Staff make very effective use of local facilities, parents and carers and specialists to enhance learning. The school has done much to improve resources and the accommodation is bright with informative displays. Staff make very good use of the outside areas to enhance pupils' learning.

The care, guidance and support of the pupils are key reasons for some of the many successes the school has in helping all pupils, including those who may have problems. The school particularly caters well for its several pupils who have severe physical difficulties, providing additional staff and facilities to ensure their needs are fully met. Typically staff provide assistance through either a kind word, action or more support where appropriate. Teachers and teaching assistants are particularly skilled at meeting the needs of all pupils. They readily recognise if additional support is required for those with special educational needs and/or disabilities, those who speak English as an additional language and those identified as gifted and talented.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Central to the many improvements made in the school since the last inspection is the outstanding leadership of the headteacher. Her clarity of understanding of the school's strengths and weaknesses has been a crucial factor in securing significant improvement. This has led to the school making exceptionally good appointments of key staff and effectively developing their roles in driving improvement. The senior leadership team is very skilled in developing effective teaching and leading key areas. The deputy headteacher and middle managers have all been highly supportive and ensure all staff share the vision for the future of the school.

The school has exceptionally strong links with parents and carers. Other partnerships, including those with local schools, have had a positive impact on pupils' learning. The

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school promotes equality of opportunity and tackles discrimination very well because staff are well trained in identifying and addressing the needs of all pupils. Governance is outstanding and has improved since the last inspection. Governors are very well led and keen to develop the school even further. The safeguarding of pupils is outstanding. Day-to-day practices to ensure the safety of pupils are very well considered and the school is constantly improving the recording of information relating to attendance. The school promotes local community cohesion well. There are lots of links with other schools and agencies locally. National and international links are developing, but no formal provision is yet in place to assist pupils to develop an in-depth understanding of diversity in different societies.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is outstanding. Children enter the provision with a range of early experiences and abilities. Staff are very warm and caring, thus children settle happily and make good and in some cases even better overall progress. Teaching and learning are good and at times outstanding. The very experienced teaching assistants also make a considerable impact on learning, as they monitor progress and attainment constantly. Planning is carefully considered and detailed, making excellent use of the outdoor learning areas. The outdoor area for the Early Years Foundation Stage classes, although a little limited, is reasonably well equipped and used effectively to ensure free-flow activities, which mirror and enhance the very good indoor learning opportunities. However, it is the excellent use of the whole school grounds which enhances the outdoor learning. Leadership and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

management of the provision are outstanding and parents and carers expressed in detail their delight with the pastoral strengths of the setting. The key stage leader carefully and effectively monitors and evaluates the quality of planning, teaching and use of the accommodation to identify where further improvements could be made. All staff are actively involved in the monitoring process and peer mentoring is a strength.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An overwhelming majority of parents and carers who responded to the inspection questionnaire are extremely supportive of the school. They fully appreciate the quality of education and care provided in this large school. They recognise that everyone is seen as an individual and almost unanimously think their children are happy here. One comment captures the views of most respondents: 'I will be sad that my family will no longer be part of such a great school!!' while another stated, 'The range of learning experiences the children get is excellent both within the classroom, in after-school clubs and in the wide range of trips and excursions that are available to them on an ongoing basis.' The small number who identified concerns believe the school does not effectively communicate with parents and carers. However, inspection findings are that the school provides a wide range of communication systems to reach all parents and carers effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trenance Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	74	23	22	0	0	4	4
The school keeps my child safe	77	74	22	21	0	0	4	4
The school informs me about my child's progress	53	51	36	35	10	10	4	4
My child is making enough progress at this school	64	62	33	32	3	3	4	4
The teaching is good at this school	70	67	28	27	2	2	4	4
The school helps me to support my child's learning	58	56	37	36	5	5	4	4
The school helps my child to have a healthy lifestyle	60	58	41	39	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	56	30	29	5	5	4	4
The school meets my child's particular needs	54	52	43	41	2	2	4	4
The school deals effectively with unacceptable behaviour	58	56	39	38	0	0	6	6
The school takes account of my suggestions and concerns	50	48	41	39	5	5	6	6
The school is led and managed effectively	62	60	31	30	2	2	6	6
Overall, I am happy with my child's experience at this school	72	69	26	25	2	2	4	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 April 2010

Inspection of Trenance Infant School, Newquay TR7 2LU

Dear Pupils

Thank you very much for making us welcome when we visited your school recently. We really enjoyed chatting to many of you, including members of the school council, who were excellent at explaining why you are so proud of your school and the things you do. We also enjoyed observing and talking to you in lessons, at break and lunchtime and when we attended assemblies. These are some of our views from our visit.

We think your school provides an outstanding quality of education for you. Well done everyone!

We were particularly impressed with your behaviour and how much you enjoy learning. This means you try hard in lessons and make lots of progress. We think teaching and learning are outstanding and the staff expect a lot from you all. Teachers check and track the progress you make very carefully and make sure that lessons are interesting and challenging. We think your headteacher and the rest of the school leadership team are doing an excellent job and recognise what works well and what still needs to be done.

To improve your school further, we have asked the headteacher and staff to:

- encourage your parents and carers to make sure that you come to school every day, unless you are ill
- to make sure all lessons are carefully planned to match your needs and that you know exactly what you are expected to learn.

Yours sincerely

Ronald Hall

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.