

Trevisker Community Primary School

Inspection report

Unique Reference Number	111923
Local Authority	Cornwall
Inspection number	337780
Inspection dates	4–5 February 2010
Reporting inspector	Joyce Cox

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Victoria Proctor
Headteacher	Rosalind Adams
Date of previous school inspection	3 February 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent three quarters of their time looking at learning, visited nine lessons and observed six teachers and one higher-level teaching assistant. They held meetings with governors, staff and some Year 6 pupils. They observed the school's work, and looked at samples of pupils' work in literacy, numeracy and science, curricular planning, assessment and tracking information for each year group and the school's procedures for ensuring pupils' safety. Inspectors also considered 50 questionnaires that were received from parents and carers.

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

- what the school is doing to further improve pupils' progress in mathematics
- the strategies to improve pupils' punctuation and how effectively pupils transfer their phonic and spelling knowledge to other subjects
- the effectiveness of the strategies to improve teaching and learning
- how successfully the school promotes community cohesion.

Information about the school

Trevisker is smaller than the average primary school. The large majority of pupils are of White British heritage and no pupils are at an early stage of learning to speak English. The proportion of pupils who have special educational needs and/or disabilities is below the national average. An above-average number of pupils have a statement of special educational needs. The main areas of need are speech and language problems and physical difficulties. The school receives pupils from a wide area. Seventeen per cent of pupils come from Royal Air Force families. Some year groups have high mobility, with a higher than usual proportion of pupils joining or leaving. Children in the Early Years Foundation Stage are taught in the Reception class.

Since the last inspection the acting headteacher has been employed as substantive headteacher and another member of staff has become assistant headteacher. There have also been considerable changes in the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils are happy, work hard and achieve well. Parents and carers are pleased with the school, especially with the excellent quality of care it provides: as one commented, 'This is a fantastic school. It provides a very caring environment coupled with discipline and learning.' Staff also give outstanding support to all pupils, including those who find learning difficult and those who are vulnerable. Pupils' behaviour is good and they feel safe in school. There are good procedures for protecting pupils from harm.

Senior leaders and staff are totally committed to providing the best possible education for every pupil and are constantly seeking ways to improve the already good teaching and curriculum. Teachers make good use of assessment information to match work to pupils' abilities. However, teachers do not always make it clear to pupils what they expect them to have achieved by the end of a lesson. Furthermore, the quality of marking varies and does not consistently inform pupils how they can improve their work. Pupils like school because lessons are fun and normally engage them in a wide variety of practical activities. Learning is increasingly organised around interesting themes such as 'The Rainforest'. This enables staff to make creative links between subjects and to make learning meaningful. Regular and rigorous tracking of each pupil's progress gives senior leaders a clear overview of which pupils need extra support or challenge.

Strong teamwork, based on good evaluations of the school's performance and sharply focused development plans, are key factors in the school's success and fundamental to its good capacity for continuing improvement. The impact of this is evident in the upward trend in pupils' attainment. The school has implemented a number of successful initiatives to improve teaching and develop writing and mathematics skills from Reception to Year 6. Consequently, attainment has risen from being broadly average at the time of the last inspection to above average in English, mathematics and science. A focus on improving pupils' punctuation and spelling skills has been particularly successful and has contributed to the improvements made in English. Children get off to a good start in Reception because of a strong emphasis on developing their social skills, confidence and independence. Pupils with special educational needs and/or disabilities make good progress because of the good teaching and sensitive support they receive. Governance is satisfactory. However, recent changes to the composition of the governing body have resulted in an increased understanding and determination among governors to fulfil their vital role in supporting and monitoring the school. The school is a harmonious community and pupils are involved in the nearby community. Links are being established with organisations further afield, but this, and the evaluation of the impact of their work on community cohesion, is at an early stage.

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What does the school need to do to improve further?

- Increase pupils' involvement in their learning by:
 - making it clear what they have to achieve by the end of the lesson
 - improving the quality of teachers' marking.
- Improve community cohesion by:
 - formalising the evaluation of the school's impact on promoting community cohesion
 - extending links beyond the local community.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy learning. Their enthusiasm is evident in every lesson because they listen attentively and are keen to answer questions. Pupils collaborate well in pairs and in small groups, often discussing their ideas with a partner. They can explain clearly why some foods are healthier than others and participate enthusiastically and energetically in regular 'wake and shake sessions' with staff and parents. Pupils enjoy being school councillors and older pupils maturely support younger ones during reading and relaxation sessions. They play a good role in decision making as their recent successful request to have a shorter lunch break and an afternoon break demonstrates. Pupils hold an annual carol concert for the local community and enjoy raising money for charities. Local culture is explored well through visits and Cornish-themed weeks. Multicultural activities are encouraged and celebrated. For instance, a Thai family shared their customs and culture with pupils. Despite the school's best efforts, pupils' attendance is broadly average. This is because many parents work in the tourist industry and take holidays during term time. There is no persistent absence.

Pupils make consistently good progress from average starting points in acquiring good language, literacy and mathematical skills. Attainment in reading, writing and mathematics has shown marked improvement over the past years in response to new initiatives, particularly as a result of a major focus on developing younger pupils' speaking skills and their understanding of sounds and letters. Improved resources, including more non-fiction texts to interest boys, have accelerated many pupils' progress in reading and writing. Pupils use their improved literacy skills well in other subjects. Pupils with special educational needs and/or disabilities benefit significantly from individual and small-group support which contributes well to their good progress. Pupils' good academic progress and personal qualities prepare them well for later learning.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The good teaching in the school starts with effective planning among the teachers. Staff use their good knowledge and understanding of the pupils to modify and adapt the curriculum to match pupils' interests. A wide range of exciting activities such as rowing, public speaking and drama enrich the curriculum and pupils' learning. Staff and pupils make excellent use of interactive whiteboards to enhance learning and maximise enjoyment. Consistent approaches to teaching reading, writing and mathematics are accelerating pupils' progress. Clear and consistent systems for dealing with inappropriate behaviour helps all staff to maintain a calm atmosphere in lessons which is conducive to good learning. All teachers have high expectations of both behaviour and academic achievement. They are well supported by a team of skilled teaching assistants who make an important contribution to pupils' learning, both in class and through small-group specialised support for pupils who need it.

Good systems for assessing pupils' progress from term to term enable teachers to pitch activities at the right level for different groups. On a day-to-day basis assessment is slightly more variable, for example the degree to which teachers clearly convey what pupils are to achieve by the end of a lesson. Marking of pupils' work is often just supportive rather than identifying next steps forward in their learning. Using the full range of assessment strategies has yet to be fully operational in some classes.

The high ratio of adults to pupils is a key factor in the outstanding care, guidance and support that the school provides. This is greatly appreciated by parents and carers. Strong liaison with external agencies underpins the high-quality care for vulnerable pupils. A team of parent support advisors who are based at the school work closely with

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parents and carers providing support and advice to successfully remove potential barriers to learning. Pupils say they feel exceptionally well supported by all staff. There are very good arrangements for settling pupils in and for easing the move to secondary school at the end of Year 6.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Determined leadership by the headteacher coupled with strong support from the deputy headteacher give a firm steer to the school's continuing successful development. The whole staff team share their high aspirations for all the pupils. Literacy and numeracy subject leaders have a central role in monitoring the school's performance as well as mentoring colleagues to ensure good achievement in their subjects. The headteacher evaluates the quality of learning in lessons and makes accurate judgements against agreed criteria. Subject leaders have yet to develop this aspect of their role. All staff work hard to ensure equality of opportunity for all groups of pupils. The success of the school's strategies can be seen in the good progress made by all groups, including pupils with special educational needs and/or disabilities. The school successfully tackles all forms of discrimination.

Governors are becoming increasingly well informed about the school. They know what it needs to do to improve. Staff and governors are very conscientious in ensuring pupils' safety and health. A strong emphasis is placed on child protection and all staff have received relevant training. At the time of the inspection, safeguarding procedures were robust and met all statutory requirements. The school is highly regarded in the local community as a warm and welcoming place. Staff work hard to build on this relationship and engage well with all parents and carers. Regular newsletters and an attractive website provide parents and carers with good information. Good partnerships with the local schools enriches pupils' learning, for example in supporting sports development. Senior leaders have a good understanding of how the school contributes to local community cohesion, although its monitoring of its impact is largely informal. Developing links with contrasting schools in Britain and abroad is a priority for the school.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are well prepared for their Reception class through visits to meet their new teachers, accompanied by 'transition teddy' who helps them sort out any worries. Parents and carers are involved from the outset and staff maintain regular contact with them throughout their child's first year. For instance, a group of parents lead weekly cooking sessions. A small number of Reception children have lower speaking and listening skills. Language skills are developed well through story-telling and role play activities, especially when adults participate as play partners, asking children questions and promoting them to explain what they are learning. Exciting role play areas such as 'Bob the builder's yard,' complete with cement mixer, encourages boys and girls to interact. Teachers encourage children to choose their own activities and resources and help them to become more independent. Effective teaching of sounds and letters and encouragement to attempt mark-marking get children off to a good start with learning to read and write. Children learn about numbers and shapes and money through a good variety of activities, some of which are led by the teacher while children choose others for themselves. Children make good progress and standards are average in all areas of learning at the start of Year 1. The small number of more-able children attain above the expected levels. Teaching is organised well so that children experience the full range of activities to which they are entitled. The Reception classroom is attractive and inviting. The outdoor area is quite small and insufficient use is made of the extensive school grounds. Staff make learning fun and enjoyable and really challenge children to think and work together. Adults work as an effective team and have endless patience and a good knowledge and understanding of the personal and learning needs of young children. This ensures that children make good progress in their personal, social and

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emotional development and their general well-being. Assessment is accurate, enabling individual children's needs to be identified and met.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Just under half of the parents and carers responded to the Ofsted questionnaire. All of these parents and carers are happy with their child's experiences at the school. All are confident that the school keeps their child safe and feel that the teaching is good. A very small number of parents raised concerns and there were no issues which were relevant to the school as a whole. Inspectors agree with the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trevisker Community Primary 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	49	26	51	0	0	0	0
The school keeps my child safe	32	64	18	36	0	0	0	0
The school informs me about my child's progress	28	56	20	40	2	4	0	0
My child is making enough progress at this school	25	50	23	45	2	4	0	0
The teaching is good at this school	29	59	21	41	0	0	0	0
The school helps me to support my child's learning	27	57	22	43	0	0	0	0
The school helps my child to have a healthy lifestyle	24	48	24	48	2	4	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)	22	43	23	45	0	0	0	0
The school meets my child's particular needs	25	50	22	43	1	2	0	0
The school deals effectively with unacceptable behaviour	23	45	25	50	0	0	0	0
The school takes account of my suggestions and concerns	23	45	23	45	0	0	0	0
The school is led and managed effectively	28	57	20	40	1	2	0	0
Overall, I am happy with my child's experience at this school	31	66	18	34	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



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8 February 2010

Dear Pupils

Inspection of Trevisker Community Primary School, Wadebridge, PL27 7UD

We enjoyed visiting your school. I am writing to thank you for two interesting days. I particularly enjoyed hearing all about your drama group's West Side Story success at Truro and seeing how great you all are at using interactive whiteboards. Thank you to all those of you who filled in the questionnaire. I hope Year 6 had a great walk along the Camel Trail last Friday. We agree with you and your parents that you go to a good school.

These are the things we found out:

- You make good progress and reach above average standards.
- Your behaviour is good and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher is a good leader and together with the staff leads and manages the school well.
- You are extremely well cared for in school and you say you feel very safe.
- Your school works effectively with your parents and other schools to make sure your education is successful.

We think there are two areas where the school can improve. First, staff could help you to understand how you can make your work even better. Second, we want your teachers and teaching assistants to check carefully that they help you to understand how different communities get along in Britain and around the world.

You can play your part by continuing to work hard and by keeping up your good standard of behaviour. It is also important that you attend school regularly.

We wish you every success in the future.

Yours sincerely

Joyce Cox

Lead Inspector

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