

Trenode C of E Primary School

Inspection report

Unique Reference Number	112031
Local Authority	Cornwall
Inspection number	337823
Inspection dates	24–25 November 2009
Reporting inspector	Kevin Jane HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Maggie Willmott
Headteacher	Gerry Sweet
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited seven lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at information about pupil performance, the school development plan, minutes of the governing body and school policies, curriculum planning documents and monitoring files. In addition, 33 parent, 14 staff and 34 pupil questionnaires were scrutinised.

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

- The extent to which pupils make progress, but especially the higher ability pupils in Key Stage 1, taking into account the accuracy of assessment and the effectiveness of using data to track and monitor progress.
- The quality and consistency of teaching in mixed age groups and the extent to which it challenges all abilities and groups.
- The planning, provision and evaluation of community cohesion.
- The effectiveness of the provision and leadership and management in the Early Years Foundation Stage
- The extent to which governors meet their statutory responsibilities and hold the school to account for its performance.

Information about the school

The characteristics of the school have changed little since the time of the last inspection. It remains a much smaller than average primary school serving the local villages and rural communities in this part of south-east Cornwall. The headteacher has a significant teaching commitment but was largely absent during the time of the inspection due to Jury service commitments. Pupils are currently organised into three mixed-age classes, but this may alter from year to year because of the variable numbers of pupils who leave and enter the school annually. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs, all with learning difficulties, is broadly in line with national averages but there are currently no pupils with a statement of special educational need. Nearly all the pupils are of White British cultural backgrounds.

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?

3

The school's capacity for sustained improvement

2

Main findings

Trenode C of E Primary is a satisfactory school. Some aspects, such as the behaviour of the pupils and the care, guidance and support of pupils are outstanding. Other aspects of the school's provision, such as the care taken to ensure the personal development of the pupils and the curriculum experiences provided for them are improved. The school has a strong reputation in the community. Pupils enjoy their time at school and are proud of it. Equally, the great majority of parents report that they are very pleased with the school. Comments, such as, 'Trenode is a wonderful, happy school' and, 'I am extremely happy with my child's education' were typical of many parents that responded to the questionnaire. The pastoral care and support for the pupils, where all are known as individuals, is a key strength of the school.

Children start school with levels of attainment that are generally in line with age related expectations in most areas of learning and leave with standards that are in-line with, or above, the national averages in tests at age 11. As a result, too few pupils, including those with special educational needs, make the required rates of progress in their academic work relative to their starting points when they enter the school. A step change in the quality of teaching to make it consistently good and better, together with higher expectations of the pupils and more precise teacher assessment is required to enable the pupils to make the academic progress of which they are capable and for higher standards to be reached. The school is well placed to do this because team work is strong and there is a determination to enable the pupils to achieve better standards. The precision of monitoring and tracking of pupil progress is developing appropriately and though this is still at an early stage. It is helping to identify where intervention is necessary for those pupils, mainly in Key Stage 2, to ensure they have every opportunity to make the required progress.

The school has an honest and accurate view of its strengths and weaknesses and is committed to improvement. The headteacher is providing firm leadership and is fully supported by the staff, governors and the community. There is an agreed focus, rightly, on raising standards in the school, as reflected in the priorities for improvement in the school development plan. This, together with the accuracy of self-evaluation which is closely aligned to the findings of this inspection, demonstrates that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching throughout the school by:
 - raising expectations of what pupils can achieve, particularly in English and

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mathematics in both Key Stages,

- securing a common format for planning lessons that clearly states what pupils are expected to learn,
- applying greater flexibility in the organisation of teaching groups and the deployment of adults in English and mathematics lessons.
- Improve the rates of progress made by all pupils in English and mathematics by:
 - applying rigorous teacher assessment in all classes more frequently,
 - use the outcomes of teacher assessment to inform the next steps in pupils' learning,
 - monitor more robustly the progress made by pupils against their individual academic targets.

Outcomes for individuals and groups of pupils**3**

The outcomes for pupils at Trenode are a mixed picture. While no aspect is unsatisfactory, indeed, some outcomes are outstanding, the school has not struck a secure enough balance between the pupils' academic attainment, progress and personal development.

By the end of Year 6, most pupils attain the required level in English, mathematics and science and this has been the pattern in recent years, but culminating in above average results in 2009. Care is taken in all the mixed age group classes to provide activities appropriate to the age and ability of the pupils. However, the pace of teaching and the use of teacher assessment to inform and determine challenging tasks for all groups is too variable overall, but especially in Key Stage 2. As a result, too many pupils make insufficient progress. Pupils respond well to the tasks they are given and have positive attitudes to learning in all lessons observed. The pupils were confident in their response to the tasks and all adults were focussed on supporting pupils. However, across the school, expectations of what pupils can achieve are not consistently high enough and this is leading to the modest progress made in academic subjects. In addition, in order to achieve greater impetus to improving progress, the school is not applying maximum flexibility in the way pupil groupings and the use of available staffing resources are deployed.

As a consequence of improved monitoring of pupils' academic performance, the school is able to identify where there is risk of underachievement for individuals and groups. Intervention to support individuals with extra support is appropriately targeted, but the impact of this has not resulted in enough pupils making the expected rates of progress. In contrast, the personal development and pastoral support of the pupils are good and sometimes outstanding. Without doubt, pupils enjoy their learning and time at school. This is reflected in the very secure relationships between adults and pupils, in their excellent behaviour, and as a result of the interesting enrichment activities provided for the pupils. Attendance, though, is average and the school is active in encouraging regular attendance and punctuality, but term time holidays and the remoteness of the

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school means that rates of attendance have improved only modestly over time.

The social and moral development of pupils is particularly good. The pupils are fully aware of what constitutes a healthy lifestyle. They also report feeling safe and are confident that adults will listen to them if they have personal problems and resolve them fairly and swiftly. The school is active in the community and makes a good contribution to this aspect. In addition, the pupils appreciate the opportunity to make decisions, as those in the school council testify, and take pride in their many roles and responsibilities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching in the school is satisfactory. There are some good features, such as the subject knowledge of teachers and the use of resources, including the use of information and communication technology, and additional support provided by adults for groups and individuals. In addition, lessons have clear objectives and all pupils are aware of their targets which helps them to aspire to higher standards. However, the pace of learning in lessons is too variable and teachers need to have higher expectations of what pupils can achieve, especially in English and mathematics. More precise

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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assessment to enable the teachers to plan more precisely the next steps in learning for individuals and greater flexibility in the configuration of teaching groups is required. Nevertheless, pupils are interested in their work, respond enthusiastically to tasks and sustain their concentration in lessons. This provides the necessary conditions for the school to improve the quality and consistency of teaching throughout the school.

The curriculum has recently been revised. Theme based topics, organised on a two year programme in Key Stage 1 and a four year programme in Key Stage 2 combine subjects sensibly and effectively so that repetition is avoided in mixed-age group classes.

Curriculum planning is imaginative in scope and ensures full coverage of the National Curriculum subjects. It also makes provision for interesting themed events to enhance the learning that children experience. This, together with a good range of clubs, educational visits and visitors in to school, enriches the learning experiences that pupils have.

A significant strength of the school is its caring and supportive family atmosphere. It accounts for why pupils feel safe and happy in school. Pupils accept responsibilities willingly and take their roles seriously. The school knows its pupils extremely well as individuals and the priority given to their care and support is outstanding. Those pupils who require additional support, in particular, are provided for well, and work with external agencies and partners ensure that their needs are well met.

These are the grades for the quality of provision

The quality of teaching	3
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?

The school is undoubtedly motivated to secure improvement and the headteacher takes care to ensure that priorities for improvement are based on outcomes from monitoring and that they are agreed and understood by all concerned. Leadership at all levels is satisfactory. The school has defined its ambition, identified the right areas as priorities for improvement and is on the way to realising its vision statement to 'strive each day to provide an environment in which everyone's efforts are valued and achievement is appropriate to the learner.' Governors are clearly supportive and active in the school and have played their part appropriately in determining the strategic direction for improvement. They are well organised and have the capacity to take difficult decisions and respond to whole school needs. They hold the school to account reasonably well for its academic performance and are kept well informed by the headteacher.

The school strives, successfully, to be an inclusive one and care is taken to ensure that

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all pupils have equality of opportunity to improve in their academic performance and personal development. The school places the safety of pupils as a high priority and policies and procedures are in line with government requirements. Partnership work with other schools adds good value to pupils' learning experiences, for example, through sporting opportunities. The school is fully committed to working in partnership with parents and carers and this is reflected in the very high degree of satisfaction, confidence and support that parents have in the school.

The strategy to promote community cohesion is at an early stage of development. The school has a good knowledge of the context of the school population and there are many opportunities for pupils to contribute to local community events and understand about global issues through, for example, partnership with a school in Africa, fund raising and charity support and 'fair trade' initiatives. Through the curriculum, there are good opportunities for pupils to understand about cultures past and present although understanding about the nature of multi-cultural, modern day Britain, is less well developed. This work has not been brought together as a coherent plan, nor evaluated for its impact on pupils' understanding. The school as a community is, however, orderly and fully reflects the stated aim to 'create a happy, secure and stimulating learning environment, based on Christian values.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage when they start school is satisfactory. The children arrive in the school with standards that are generally in line with that expected for their age and they make sound progress across all areas of

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learning. The children have access to a suitable curriculum, despite being taught in a class with all the Key Stage 1 pupils, which is planned to ensure a sound balance between taught activity and play opportunities. Appropriate attention is given to helping the children with early literacy skills through a daily period of being taught letters and sounds in a systematic way. In one lesson, they then applied their learning through a 'treasure hunt' activity which provided enjoyment and motivation and they were able to sustain their concentration working with minimal adult intervention. The transition from home to school is well planned and managed and the children have already settled well in to school life, understand the routines and display a degree of independence in their learning. The Early Years Foundation Stage is led satisfactorily and managed with good attention to securing the welfare and personal development of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The great majority of parents who responded to the questionnaire are very supportive of the school and the quality of education that their children receive. Most cite the welcoming ethos, care for the children as individuals and the 'feel good factor' of the school as particular strengths. These account for the strong profile in how parents say their children enjoy school, feel safe and make good progress in their personal development. Inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trenode C Of E 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 inspector received 33 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	67	9	33	0	0	0	0
The school keeps my child safe	16	57	11	40	0	0	0	0
The school informs me about my child's progress	14	48	12	41	1	3	0	0
My child is making enough progress at this school	11	36	13	42	2	7	0	0
The teaching is good at this school	15	48	10	32	0	0	1	3
The school helps me to support my child's learning	12	42	13	46	1	4	1	3
The school helps my child to have a healthy lifestyle	15	56	10	37	0	0	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)	11	32	15	44	1	3	0	0
The school meets my child's particular needs	14	52	10	37	1	4	0	0
The school deals effectively with unacceptable behaviour	15	54	10	56	0	0	1	4
The school takes account of my suggestions and concerns	13	45	11	38	1	3	1	3
The school is led and managed effectively	19	60	6	19	1	3	1	3
Overall, I am happy with my child's experience at this school	23	58	15	36	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



26 November 2009

Dear Children,

Inspection of Trenode C of E Primary School, Widegates, Looe, PL13, 1QA

I would like to thank you for being so helpful to us when we visited your school recently. We very much enjoyed talking with you in lessons, around the school and sharing some of the opportunities you have for learning and hearing about how much you enjoy school.

Our inspection found that Trenode is a satisfactory school and here are some of the things we were particularly impressed with:

- Your headteacher and the other adults are working hard as a team to make sure that the school continuously improves.
- Your behaviour and attitude towards each other and towards adults is outstanding.
- You work hard in lessons and respond well to the activities provided for you.
- You have good opportunities to help you develop as young people.
- Your teachers look after you very well, keep you safe and help you to understand the importance of a healthy lifestyle.
- The school does all it can to work with others to make sure you have a good education

Your headteacher and the other adults are working hard to make the school even better and we have asked them to improve two important things:

- Improve the quality of the teaching you receive so that you can reach higher standards by expecting more of you. By planning lessons that set out exactly what the adults want you to learn in a lesson and by being more creative and flexible in the way that your teaching groups are organised.
- Improve the progress that you make over time in English and mathematics by assessing your work more frequently in lessons and use this to plan the next steps in your learning and then match this against your personal targets. I think you can make better progress than you are currently in these subject. You can help here by working hard to achieve the special targets that you have.

Yours sincerely

Kevin Jane

Her Majesty's Inspector

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