

Trevithick Primary School

Inspection report

Unique Reference Number	111980
Local Authority	Cornwall
Inspection number	337798
Inspection dates	14–15 July 2010
Reporting inspector	Derek Watts

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Mr Brian Terry
Headteacher	Mr Sean Powers
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Twenty-four lessons or part lessons were observed and 10 teachers were seen. The inspection team examined the school's policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 111 questionnaires completed by parents and carers, and others by staff and pupils.

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

- children's progress in the Early Years Foundation Stage, particularly in language development
- the effectiveness of strategies to improve pupils' performance in speaking and writing
- the impact of community cohesion on pupils' contribution to the community and to their cultural development.

Information about the school

Almost all pupils in this smaller-than-average primary school are from a White British background. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion of pupils with a statement of special educational needs is much higher than in most schools. The school includes an Area Resource Base (ARB) which provides for 10 pupils with statements of special educational needs. These pupils come from the wider area of West Cornwall. The nature of these difficulties includes specific learning, moderate learning, behavioural, emotional and social and speech, language and communication difficulties. An above average proportion of pupils are eligible for free school meals. There is Early Years Foundation Stage provision for children in Nursery and Reception. A breakfast and after-school club is managed by the school and 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?

1

The school's capacity for sustained improvement

1

Main findings

Exceptional leadership and strong teamwork among a dedicated staff have resulted in considerable improvements since the last inspection. Trevithick is now an outstanding school. Pupils achieve exceptionally well because of high quality teaching and an exciting curriculum. Excellent partnerships have been established with parents and carers. Parents are supportive and contribute very well to the school's curriculum and events. Parents are delighted with the care and education provided. Their comments included, 'Magical school', 'Standards of teaching are high' and 'The school has just got better and better.'

Care, guidance and support and the school's very positive atmosphere make a valuable contribution to pupils' personal outcomes. Pupils are courteous, friendly and supportive of others. Behaviour is often exemplary in lessons and around the school. Pupils have a good understanding of how to lead a healthy lifestyle. Community cohesion is promoted successfully and partnerships with inner city schools and with pupils abroad are developing well. Pupils make a good contribution to the school, local and wider communities. They feel extremely safe and well cared for at school. Pupils' attendance is average and more could be done to improve it.

Children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. In the past, attainment on entry has been lower than this, particularly in language skills. Children make good progress in all areas of learning because of the interesting learning activities provided. Pupils make exceptionally good progress in Key Stages 1 and 2. By the end of Year 6, attainment is above average. All groups make exceptional progress, including pupils with special educational needs and/or disabilities and those in the ARB. A range of highly effective strategies have been implemented to improve pupils' performance in language and writing. Visual stimuli, high quality discussions, teachers' demonstrations and imaginative topics all contribute to pupils' outstanding progress in these areas. Pupils make outstanding progress in mathematics and enjoy practical investigations. Opportunities for pupils to apply their numeracy skills in other areas are less prominent. Teachers' enthusiasm, imaginative approaches and very secure subject knowledge inspire and motivate pupils. Assessment and marking are highly effective in promoting learning. The curriculum is enriched with a wide range of clubs, visits and visitors.

The headteacher, deputy headteacher and other key leaders are extremely well focused on improving the education provided and doing the very best for all pupils. The school's performance is evaluated systematically and successful action is taken to bring about improvements where needed. The monitoring and development of teaching is particularly successful and this has contributed considerably to the improvements,

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especially to the teaching of literacy. Since the last inspection, pupils' progress, behaviour, teaching, and leadership and management have improved from good to outstanding. The curriculum has developed from satisfactory to outstanding. This is clear evidence of the school's outstanding capacity for further improvement.

What does the school need to do to improve further?

- Take effective action to raise attendance from average to above average levels.
- Increase opportunities for pupils to apply and develop numeracy skills across all subjects.

Outcomes for individuals and groups of pupils**1**

Pupils show very positive attitudes to learning and thoroughly enjoy their time at school. Assessments, pupils' work and the lessons seen indicate that all groups of pupils make outstanding progress. By the end of Year 6, attainment is above average in reading, writing and mathematics. Both boys and girls are performing exceptionally well. Any variations in their attainment are not significantly different from the national picture. Improving pupils' performance in language and literacy has been a real success story. Pupils remarked, 'Literacy is fun' and 'I like writing'. In a high quality Year 6 lesson, pupils made exceptional progress in speaking and writing. They used similes, metaphors, questions and embedded clauses successfully to describe characters. In the Year 5 classes, pupils showed great enthusiasm and made outstanding progress as they gathered useful information about characters from the recent 'Dr Who' series. Attractive resources, visual display and a film extract provided the inspiration and important information needed. Pupils used alliteration and powerful vocabulary to describe their characters orally before writing. Pupils' well-developed speech and vocabulary provide the foundation for high quality writing. Pupils are highly motivated by the topics chosen for discussion and writing.

In mathematics, pupils make extremely good gains in their learning because of very good teaching and the interesting opportunities for investigative and problem-solving work. Pupils' skills in information and communication technology (ICT) are progressing well. For example, in Year 4 pupils used different software and devices to control small robots around a course. Pupils use ICT well to support their learning in other areas, particularly in mathematics.

Pupils' very positive moral and social development is reflected in their consideration and support for others. They work extremely well together in pairs or small groups. Visits to London and a partnership with a Manchester primary school contribute well to pupils' cultural development. Their knowledge and understanding of different faiths are developing. Pupils are confident and secure that there is always a trusted adult they can turn to if they are worried or upset. They take on additional responsibilities, such as serving on the school council. Pupils support those less fortunate by raising funds for national and overseas charities. At Trevithick, pupils are well prepared for the next stage of their education and for the future. Their personal and social skills are extremely well

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developed. They make exceptional progress in developing literacy and numeracy. However, average attendance prevents their preparation for the future from being outstanding.

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	2
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	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?

Teaching successfully promotes outstanding learning and high levels of enjoyment for pupils. All teachers create attractive and stimulating classrooms and a very positive atmosphere for pupils to learn in. Imaginative story corners and role-play areas provide inspiration and resources for pupils' writing. The purpose of lessons is effectively shared with the class so pupils know what they are expected to learn. Specific success criteria are set to guide pupils' learning. Interactive whiteboards are used well to illustrate key teaching and learning points. Teachers use instruction, demonstrations and explanations extremely well to increase pupils' learning. Skilful questioning is used to challenge pupils' thinking and to check their knowledge and understanding. Activities and tasks are well matched to pupils' abilities and needs. Those who need additional support receive good guidance from teaching assistants. The marking of pupils' work is highly effective. Praise

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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and encouragement is given for good work and constructive comments help to guide improvement.

The curriculum promotes exceptionally good academic progress for pupils and makes a very good contribution to their personal development. Provision for English and mathematics is outstanding and strategies to improve pupils' speaking and writing skills are rightly shared more widely than the local area. There are good links between subjects which add meaning and relevance to learning. High quality ICT facilities are used well to support pupils' studies. Clubs, visits and visitors enrich the curriculum very well. A parent commented, 'Extra-curricular activities are exceptional.' Popular clubs include art, choir, film, football, mountain biking, netball and surfing.

There are a number of outstanding elements to care, guidance and support. Staff relationships with pupils and parents are of a high quality. The well-organised, safe and secure environment provided is recognised by pupils, parents and carers. Pupils with special educational needs and/or disabilities and those in the ARB are carefully assessed. Effective programmes and support are provided to help them make outstanding progress. High expectations by staff and consistently implemented procedures and rewards lead to extremely positive behaviour. The school has been less successful in promoting good attendance. Attendance targets are not always challenging enough and a small minority of pupils with low attendance are not taking full advantage of the outstanding education provided. In partnership with other agencies, the school is particularly successful in supporting pupils and their families needing extra help. Parents appreciate the well-managed breakfast and after-school clubs.

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	2

How effective are leadership and management?

The headteacher, with staff and governors, has successfully steered the school along a journey of considerable improvement since his appointment six years ago. A parent wrote, 'The headteacher has put every effort into turning the school into what it is today.' He is extremely well supported by the deputy headteacher and other members of the senior leadership team. This highly effective team has a wide range of experience, expertise and skills. The development of teaching is first rate and has resulted in practice being consistently high throughout the school. Teachers have high expectations of their pupils, they create stimulating classrooms and assessment procedures promote powerful learning. Effective recruitment and development help to ensure that new

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teachers provide high quality teaching. Teaching and the curriculum for English are exceptionally well led and managed by an enthusiastic deputy headteacher.

Governors make a valuable contribution to the school's effectiveness. They have a good understanding of the school's performance and priorities for improvement. Governors are very supportive and provide constructive challenge in order to hold the school to account. The school adopts recommended good practice to protect and safeguard pupils. Safeguarding is promoted well through the school's curriculum. Equality of opportunity is promoted exceptionally well and all staff strive to ensure that all groups of pupils achieve and develop as well as they can.

Partnerships with parents and carers are extremely positive. Parents and carers are very supportive and a considerable number support pupils' learning in the classroom and participate in events and projects. A range of successful workshops is provided to help parents support their children's learning. These include: 'Story telling at Trevithick', 'Homework', 'Family learning in literacy' and 'Supporting letter sounds'.

The school has a clear understanding of the community it serves and promotes community cohesion well. An interesting partnership with a Manchester primary school has involved exchange visits between the two schools. Partnerships with schools abroad are developing in order to increase pupils' understanding of the global community.

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
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

The headteacher and the deputy headteacher are leading the Early Years Foundation Stage well in the absence of the substantive leader. Children get off to a good start in

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the Nursery setting and the transition to Reception is smooth. They make good progress in their personal and social development because of the positive relationships between adults and children and the careful attention given to care and welfare. Children feel extremely safe and secure, and grow in confidence. They learn and play very well together. Children's behaviour is very positive. There are very strong partnerships with parents who contribute well to children's learning.

An interesting range of learning activities is provided. Children thoroughly enjoy their learning. Assessment of their attainment is good and used well to plan learning. Children are well taught and there is a good balance of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and to work independently. A significant number of children enter the school with limited language skills. Adults successfully integrate language development into all activities so children make good progress in this area. Children enjoy the range of attractive books provided. They make good progress in acquiring and practising early writing skills. There are well thought out plans to improve the outdoor learning facilities to further improve outdoor learning and children's physical skills.

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

The inspection team received a good response to the survey with over half of parents and carers returning the questionnaire. All parents and carers who returned them are extremely happy with their child's experience at the school. They are particularly pleased with safety in school, pupils' progress, the quality of teaching, how the school helps them to support their child's learning, the information about their child's progress, meeting their child's needs, the sense of enjoyment, leadership and management, behaviour management and promoting healthy lifestyles. The inspection team agrees with these very positive views. The very few concerns expressed by parents were found by the inspection to be effectively dealt with by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trevithick 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	72	31	28	0	0	0	0
The school keeps my child safe	91	82	19	17	0	0	0	0
The school informs me about my child's progress	83	75	26	23	1	1	0	0
My child is making enough progress at this school	88	79	22	20	0	0	0	0
The teaching is good at this school	88	79	22	20	0	0	0	0
The school helps me to support my child's learning	87	78	24	22	0	0	0	0
The school helps my child to have a healthy lifestyle	70	63	39	35	1	1	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)	70	63	35	32	0	0	0	0
The school meets my child's particular needs	80	72	30	27	0	0	0	0
The school deals effectively with unacceptable behaviour	76	68	33	30	2	2	0	0
The school takes account of my suggestions and concerns	63	57	44	40	2	2	0	0
The school is led and managed effectively	78	70	31	28	1	1	0	0
Overall, I am happy with my child's experience at this school	93	84	18	16	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

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



16 July 2010

Dear Pupils

Inspection of Trevithick Primary School, Camborne, TR14 7RH

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Many improvements have been made over the years. The school is now outstanding.

These are the school's main strengths.

- Children get off to a good start in the Early Years Foundation Stage.
- The school is a very pleasant place in which to learn.
- You are making outstanding progress because of the high quality teaching.
- An outstanding range of learning activities is provided.
- You get on well with each other and behaviour is often outstanding.
- You have a good understanding of how to keep healthy and fit.
- You feel extremely safe at school because teachers and other adults take good care of you and provide strong support and guidance.
- You make positive contributions to the school and to the wider community.
- The school is exceptionally well led and managed by your headteacher and other senior staff.

We have asked the headteacher and teachers to do two things to improve the school.

- Attendance is only average and this should be improved to above average. Some pupils have poor attendance and are missing out on the outstanding education provided.
- Teachers could provide you with more opportunities to apply and develop your numeracy skills in other subjects.

You can help by continuing to work hard and a few of you should attend more regularly. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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