

Trannack Community Primary School

Trannack, Helston, Cornwall, TR13 0DQ

Inspection dates

5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Requires Improvement	3
Leadership and management		Requires Improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The achievement of pupils is not high enough given their starting points, because the teaching in Key Stage 2 is not consistently good.
- Teachers' marking does not give pupils sufficient guidance on how to improve their work.
- Governors have not adequately challenged senior leaders and held them to account for pupils' progress in English and mathematics.
- Pupils are sometimes poorly behaved. They take too little pride in their work and appearance.
- Because teaching has not been good enough across the school for some time, too few pupils make good progress, especially in writing and mathematics.
- Some pupils eligible for the pupil premium and many of those who are disabled or have special educational needs do not make good enough progress.
- The school's leaders and governors have not done enough to improve teaching and pupils' achievement since the last inspection.

The school has the following strengths

- Children in the Early Years Foundation Stage and Key Stage 1 make good progress due to the well-planned and well-resourced activities which meet their needs.
- Pupils feel safe and parents and carers know that the school takes good care of their children.
- Parents and carers are fully involved in the life of the school and speak most highly of it.
- Some groups of pupils achieve well because the school provides them with good support.

Information about this inspection

- The inspector observed three teachers in a total of six lessons. These included a joint observation carried out with the headteacher.
- The inspector heard individual pupils read and discussed their individual reading preferences with them. She scrutinised the work in pupils' books across a range of subjects and classes. Particular note was taken of the work from the last academic year.
- Pupils' behaviour both inside and outside the classroom was observed.
- Discussions were held with two members of the governing body, the school leadership team, school staff and members of the school council. A telephone conversation took place with a representative of the local authority.
- A wide range of documents was scrutinised, including statutory policies relating to safeguarding, behaviour logs, the school's records of its own monitoring and self-evaluation, tracking information showing the progress of all pupils, the sports funding action plan and the pupil premium grant action plan.
- The inspector took account of 13 responses to the online Parent View survey and responses from informal meetings with parents and carers after school. Questionnaires from nine members of staff were also analysed.

Inspection team

Julie Jane, Lead inspector

Additional Inspector

Full report

Information about this school

- Trannack is smaller than the average primary school but is increasing in size. All pupils are taught in mixed-age classes.
- Almost all the pupils are of White British heritage and almost all attend from outlying areas.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals, is average.
- Before- and after-school clubs are run by the school.
- The school is part of a cooperative partnership with other local primary schools.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in mathematics and English.
- The current headteacher took up post in January 2014. During the previous term there was an interim executive headteacher.

What does the school need to do to improve further?

- Improve teaching and increase the rate of pupils' progress, particularly in writing and mathematics, by ensuring that teachers:
 - plan activities which challenge pupils of all abilities to do their very best
 - precisely identify the needs of pupils eligible for the pupil premium and disabled pupils and those with special educational needs
 - provide activities for these pupils which build on what they already know and can do and are matched to their interests and ability
 - help pupils to improve their behaviour, become more confident to learn on their own, listen carefully to instructions in lessons and take pride in the presentation of their work
 - develop pupils' problem-solving skills and give them opportunities to apply mathematics in other subjects.
- Increase the impact of the school's leaders and governors on school improvement by:
 - making sure governors can properly monitor and evaluate the effectiveness of the school
 - implementing effective systems to manage the performance of teachers which hold them to account for the progress of their pupils.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management should be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress across the school. Standards in writing and mathematics are not high enough by the end of Key Stage 2.
- Pupils make better progress in some classes and subjects than in others. Pupils currently in Year 6 have made above average progress in writing, broadly average progress in reading and slightly below average progress in mathematics.
- Disabled pupils and those with special educational needs made good progress in reading and writing and average progress in mathematics in Year 6, but the picture is uneven across the school. The progress of these pupils in some classes is too slow for them to have a reasonable chance of reaching the expected levels by the end of Year 6.
- The progress of pupils eligible for the pupil premium has improved across the school and is sometimes, but not always, good. Gaps in their attainment in English and mathematics compared with other pupils in the school are closing, but this is not true in all classes and in all subjects.
- Pupils generally join the Early Years Foundation Stage with levels of skill, knowledge and understanding typical for their age. Due to good provision and teaching, they make good progress. A higher than average proportion reach the levels expected in the Early Learning Goals by the end of Reception. This good progress continues throughout Key Stage 1 and by the end of Year 2 pupils are attaining standards above the national average in reading and mathematics and broadly in line with the national average in writing.
- Pupils' progress in reading is faster than in other areas. Their grasp of phonics (letters and the sounds they make) is good; in 2013, the proportion of pupils in Year 1 reaching the required standard in the national phonics check was above average.
- The attainment of the most able pupils at the end of Key Stage 1 in 2013 was above average in reading and mathematics. At the end of Key Stage 2, these pupils attained above average results in reading, writing and punctuation, grammar and spelling. Currently, the proportion of pupils achieving the higher levels across the school varies from class to class and from subject to subject.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' achievement has not significantly increased since the last inspection, particularly in writing and mathematics.
- The quality of teachers' marking is poor in some subjects. Pupils are not always shown how they can improve their work and where they are, teachers do not always check that pupils have acted on their advice.
- In some lessons, the pace is slow and the work is too easy for some of the older or more able pupils, or has been often repeated. This is particularly evident in the teaching of mathematics, where pupils do not have enough opportunities to develop their problem-solving skills so that they can apply them in other subjects.
- Opportunities to extend and challenge pupils of all abilities in the mixed-aged classes are limited in some lessons, and as a result not all groups of pupils make consistently good progress or reach the levels of which they are capable.
- In a few lessons the activities are not structured in such a way that pupils understand what to do and can move on. As a result, pupils' progress slows as they lose time asking others what they have to do, explaining that they 'don't get it'.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs and those who are eligible for the pupil premium. In all classes, relationships between the teachers, the teaching assistants and the pupils are very positive.
- Teaching in Reception and Key Stage 1 is good so children make good progress. Teachers have

a good understanding of how children learn and have created stimulating spaces. Good use is made of technology to inspire and excite children to engage fully in lessons.

- The teaching of reading and phonics is good. Pupils throughout the school enjoy reading and talk enthusiastically about the books they have read.
- In lessons where pupils' progress is good, teachers skilfully ask questions that probe pupils' knowledge and encourage them to think. Pupils said that teachers help them learn by 'checking things and helping us to learn new words'.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Pupils' behaviour in lessons and around the school is not as good as it should be.
- In a small number of lessons pupils display negative attitudes to learning and their progress slows. In some classes, pupils' presentation of their work in books is untidy and shows a lack of care and attention to detail.
- Some pupils' achievement suffered when there were incidents of poor behaviour in the school. The progress of the pupils rapidly improved following the school's prompt action to address this.
- Pupils said that lessons are sometimes noisy, which distracts them and stops them from learning. They said that a few pupils are often disrespectful, shout out in lessons and continue to chatter when the teacher is talking.
- While most pupils behave well in their classes, at break times and around the school, noise levels are high and often staff need to repeat instructions or shout to be heard. Pupils do not always move around the school in an orderly manner.
- The children entering the Early Years Foundation Stage learn the rules of good behaviour quickly. They show good levels of concentration and attention in lessons and respect for each other's work and effort.
- The school's work to keep pupils safe and secure is good. Pupils said that they feel safe at school. They have a good understanding of the different forms of bullying that can take place and feel confident to share any worries with staff. Pupils, parents, carers and staff agreed that bullying is very rare.
- Parents and carers said that they like the small size of the school and feel that the staff are very caring. They said that the school is very inclusive, there is no discrimination and their children's needs are well met.
- Attendance levels have improved recently due to the school's efforts to work with particular families, and attendance is now average. Pupils enjoy coming to school.

The leadership and management

require improvement

- Since the last inspection, the school's leaders have not significantly improved the quality of teaching and, as a result, pupils have not been making good enough progress in some classes and subjects.
- Systems for managing the performance and continuing professional development of teachers have improved some teaching, but the targets set for teachers are not sufficiently focused upon the achievement of their pupils.
- Very recently, the headteacher put in place a clear system for tracking the progress of individual pupils. This is now used conscientiously by staff, so that the progress of each pupil in reading, writing and mathematics is regularly checked and reported to governors. While this demonstrates the school's commitment to equality of opportunity, it is too soon for this new procedure to have had an impact on pupils' progress, and staff are only just being fully held to account for the progress of groups of pupils in their classes.

- The school is using the new primary sport funding effectively. Pupils can now participate in a variety of sports provided by specialist coaches, who also provide training for members of staff. The primary school cooperative sports partnership organises a wide range of sporting competitions in which the school takes part. These include cross-country, cricket, football, rugby, multi-skills, dance and gymnastics. Before-school and lunchtime activities are organised so that all pupils are able to take part in additional physical activities. This is having a beneficial effect on pupils' physical well-being and healthy lifestyles.
- The curriculum is enhanced by a range of enrichment activities, including sports events, whole-school swimming lessons, music and other cultural activities. The many and varied after-school clubs, 'Coose Trannack', an annual cross-country event for all ages, and residential visits, all add to the rich experiences provided by the school.
- The engagement of parents and carers in school life is promoted well through such events as regular parent assemblies, weekly whole-school swimming lessons at a local leisure centre and many sporting competitions.
- The overwhelming majority of parents and carers who spoke to the inspector and who responded to Parent View were very positive about how the school successfully supports their child's education and say they would recommend it to others. They are very supportive of the school.
- The local authority has provided effective support for the newly appointed headteacher in developing leadership and is actively involved in improving the school.
- **The governance of the school:**
 - Since the last inspection, governors have not held senior leaders to account for pupils' achievement and the quality of teaching, accepting too readily information given to them about the school's effectiveness. However, since the appointment of the new headteacher and changes to the governing body, including the election of a new Chair of the Governing Body, things have begun to change. Governors are now more fully informed and so are in a better position to question the school on its effectiveness. They are clearer about how the pupil premium is used and how the progress made by each year group compares with the progress made by pupils nationally. Nevertheless, governors remain uncertain about the strengths and weaknesses of the school overall, including the quality of teaching, and have not yet ensured that the standard of teaching and pupils' achievement are linked to teachers' rewards. The new members of the governing body are undertaking training to enable them to fulfil their role effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111825
Local authority	Cornwall
Inspection number	439851

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	70
Appropriate authority	The governing body
Chair	Natalie Levens
Headteacher	Emma Stritt
Date of previous school inspection	28–29 January 2010
Telephone number	01326 572100
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