

Trannack Community Primary School

Inspection report

Unique Reference Number	111825
Local Authority	Cornwall
Inspection number	289065
Inspection date	24 April 2007
Reporting inspector	Colin Lee

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 on roll	
School	68
Appropriate authority	The governing body
Chair	Sue Bangay
Headteacher	Dave Finney
Date of previous school inspection	29 April 2002
School address	Trannack Helston TR13 0DQ
Telephone number	01326 572100
Fax number	01326 572100

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural school with rising numbers of pupils. Most pupils live outside the catchment area, travelling from the nearby town of Helston and neighbouring villages. All the pupils are from White British backgrounds. They are taught in three mixed-age classes. The percentage of pupils known to be eligible for free school meals is below average. The percentages of pupils with learning difficulties or disabilities, and of pupils with a statement of special educational need, are above average. The current headteacher retires at the end of this term.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school provides a good education and has several outstanding features. Pupils' enjoyment of all that they do at school is reflected in a happy, family atmosphere where learning is fun and everyone cares for everyone else. This was referred to repeatedly during the inspection by parents, carers and the pupils themselves. One parent's comment that 'Trannack School is a very special place' sums up how so many of them feel.

Pupils achieve well academically and their personal development is outstanding. They start with expected levels of attainment when they enter Reception and progress well through the year groups to reach above average standards in English, mathematics and science when they leave Year 6. Pupils with learning difficulties or disabilities achieve well because they receive a high quality of support, not just from staff but from other pupils as well. Pupils' relationships with one another are exceptional, as is their behaviour.

Care, guidance and support are outstanding. This is because the high levels of care and concern for each pupil shown by all staff apply equally to pastoral provision and to the educational guidance that teachers give through their feedback, marking and target setting to help pupils' academic progress.

Teaching and learning are good. Pupils like the challenge in their work, which is matched well to their abilities. The different staffing arrangements for each of the three classes work well because there is good liaison between teachers about pupils' progress and any needs that arise. Provision for the Foundation Stage has improved since the last inspection and is now good. There is a stimulating curriculum for Key Stages 1 and 2 in which each subject is planned thoroughly, although literacy and numeracy skills are insufficiently reinforced in other subjects. There are excellent opportunities for additional learning activities outside the school day.

Good leadership and management make this an improving school with a good capacity to do even better. The headteacher's quiet, unassuming, very effective leadership motivates all members of the school community to participate with him for the good of the school. The collective determination to improve provision has eradicated past weaknesses in pupils' achievement and is accelerating their progress. Strategies recently introduced, such as refinements to the ways in which pupils' progress is tracked and their work is assessed, are not yet consistently evaluated to ensure that their impact on achievement is maintained.

What the school should do to improve further

- Plan in more detail the opportunities for literacy and numeracy skills to be developed in other subjects.
- Ensure that information from assessment is constantly used to check pupils' progress and their improvement of achievement.

Achievement and standards

Grade: 2

Children in the Foundation Stage make good progress and generally exceed the national standards expected by the end of the Reception year in all areas of learning. Performance in national tests and assessments for Year 2, which dropped for several years, rose in 2006 and the improvement is being maintained by the current Year 2 pupils. Their standards are good, being above average in reading, writing and mathematics. In the school as a whole, standards

in mathematics fell behind English and science. Good teaching and effective curriculum development by the subject leader have raised the standards in mathematics to above average levels. Standards in problem solving are lower than other aspects of the subject but they are being improved well.

In the past, Year 6 standards were not high enough and pupils made insufficient progress. This has been corrected this year because there is better tracking of progress based on improved strategies for assessment and more effective use of target setting. Standards in Year 6 are now above average in English and mathematics, and well above average in science.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils show very positive attitudes to lessons and all other aspects of school life. Their moral and social development is excellent, while spiritual and cultural development is good. Pupils show high levels of respect for the views of others. Attendance is good for most pupils but the overall level is no better than satisfactory because a few pupils have extended periods of illness.

Pupils have excellent knowledge and understanding of how to stay healthy as a result of the school's strong emphasis on the importance of regular exercise and healthy eating. They have a very thorough awareness of keeping safe in and out of school. They show genuine concern for others, for example, when older pupils look after the youngest. The school has a strong sense of community and the pupils make a good contribution to school life. Whilst older pupils have a range of responsibilities to assist the smooth running of the school, a pupil told an inspector observing morning playtime that 'we all have a responsibility to make sure everyone is happy at playtime.' Pupils' mature social skills and their good basic literacy and numeracy skills mean they are well prepared for future education and eventual economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers' enthusiasm and professionalism develop a love of learning in pupils. Teachers explain exactly what they expect pupils to learn and provide tasks matched closely to pupils' needs, making them confident about tackling their work. Assessment procedures have recently been improved well and teachers are using this information effectively to set pupils specific targets for the next stage in their learning. This contributes to a good quality of learning and is improving achievement. Pupils sustain concentration because they are interested in their work. Pupils responded well at the end of a Year 5/6 lesson when a pupil said, 'I hope I persuaded you' after reading his letter to a newspaper editor about reasons for saving the environment.

Teaching of children in the Foundation Stage is based on thorough planning of activities to meet the children's needs. This results in good achievement and a smooth transition into Year 1 work. There is specialist teaching of subjects in Key Stage 2 that is effective because all of the teachers are alert to the pupils' progress. Lesson planning is inconsistent, varying in its format and thoroughness. Planning does not identify links between subjects to show how a literacy skill is to be practised in another subject.

Curriculum and other activities

Grade: 2

Children in the Foundation Stage love coming to school because best use is made of the limited space available and there is a good range of learning opportunities, including purposeful play. In Key Stages 1 and 2, a strong and effective emphasis is given to the development of pupils' core skills in literacy and numeracy lessons. In addition, the school also takes care to provide a broad range of worthwhile learning experiences. For example, first-rate opportunities are provided in music and sport, and excellent use is made of the very good outdoor facilities to stimulate learning in science and geography in particular. Pupils also benefit from very good provision for their personal development, including regular opportunities to talk about their feelings. Good use is made of information and communication technology (ICT) to support pupils' work in other subjects. In contrast, there is insufficient planning of opportunities for literacy and numeracy skills to be developed across the curriculum.

The curriculum is enriched by a very wide range of educational visits, visitors and school clubs. These are greatly enjoyed by pupils.

Care, guidance and support

Grade: 1

The staff know the pupils very well and the school works effectively with parents so that pupils' needs are met. Parents are justifiably confident that their children are very well looked after at school and they appreciate the excellent home-school partnership that exists. Pupils feel safe and know that they can talk to staff if they have any worries. Child protection procedures are robust and all mandatory checks for safeguarding children are carried out. The school works very well with external agencies to provide support for pupils when this is required. Effective arrangements help children to settle into the Foundation Stage and prepare Year 6 pupils for their next stage of education. The school has improved its procedures for educational guidance considerably during the past year. These are now outstanding because they have clear impact on pupils' achievement, which is now good. Teachers mark pupils' work thoroughly and pupils also carry out self-assessments of their work, which they discuss with teachers. The pupils have a clear understanding of their achievements and of their targets for further improvement. Their progress is tracked carefully, targets are constantly being revised, and well-judged actions are taken to support any pupils who may be falling behind.

Leadership and management

Grade: 2

The headteacher has vision and provides good quality leadership. He successfully manages the challenge of integrating the work of part-time staff so that they work to common aims. There is a strong teamwork approach and all contribute to ongoing planning for school improvement. By working together to develop more effective ways of checking on pupils' standards and progress, pupils' achievement is being driven upwards. The school knows itself well and its self-evaluation judgements are accurate. The governing body is fully involved in the day-to-day life of the school and has very effective strategies for monitoring its effectiveness. This is a significant improvement since the last inspection. The school has also made good improvements to the Foundation Stage. These developments indicate that the school has a good capacity for further improvement in the future.

All staff have several subject leadership responsibilities and carry these out effectively. They have regular opportunities to carry out monitoring and evaluation of teaching and learning in their subjects and provide useful feedback to colleagues. Lesson planning is not checked sufficiently to ensure that, where appropriate, lessons in different subjects are being used to extend pupils' learning of core skills. There has been recent improvement in the evaluation of pupils' achievement, which is used constructively to show where improvement can be made and the action necessary to achieve this. The improved standards and achievement in mathematics are one example of the effectiveness of these procedures.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 April 2007

Dear Children

Trannack Primary School, Trannack, Helston, Cornwall TR13 0DQ

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school is doing a good job in helping you to learn. The school does many things well. This is what we particularly appreciated:

- You are making good progress in your work.
- You are reaching good standards, especially in English, mathematics and science.
- You behave excellently and this makes your school a friendly, pleasant place where everyone helps one another.
- You are taught well and teachers work hard to plan interesting things for you to do in your lessons. This is helping you to learn well.
- The teachers and teaching assistants help those of you who find some of the work quite hard to do well.
- You have a good understanding of the importance of healthy eating and exercise and about how to keep safe at school and home.
- All the adults look after you well and make sure that you are safe and get help whenever you need it.
- The school is led well by your headteacher, and all the adults, including the governors, work well together to improve it.

We think your school could get even better if:

- You have more opportunities to develop your reading, writing and mathematical skills in other subjects.
- Teachers check your work more often to see if you are making the progress that you are capable of.

We hope you will carry on enjoying learning and helping your teachers to make Trannack Primary School an even better school.

Yours sincerely

Colin Lee Lead Inspector