

Trannack Primary School

Trannack, Helston, Cornwall TR13 0DQ

Inspection dates	19–20 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The determined leadership of the headteacher has motivated and supported all staff and pupils to aim for excellence. The school has improved rapidly since the previous inspection to provide a good quality of education for all pupils, including those who have special educational needs or disability.
- The quality of teaching is good. There is an expectation that all pupils can succeed and any barriers to pupils' learning are tackled extremely quickly and effectively.
- Teachers and teaching assistants work well together to ensure that high-quality support is always available to disadvantaged pupils and those with special educational needs or disability.
- Pupils feel very safe in school and develop strong bonds of friendship. They are very proud of their achievements and their school.
- Children in Reception Year make good progress due to the well-planned activities that meet their needs. Pupils continue to make good progress in key stages 1 and 2. Standards across the school in all subjects are typically average or above and improving quickly. By the time pupils left school at the end of Year 6 in 2015, most had made at least the expected progress in reading and writing.
- Governors know the school well and have high aspirations for its continuing improvement. Very thorough procedures ensure that school leaders are held to account for the quality of teaching and pupils' performance.
- Relationships between the school and parents are exceptionally strong. Parents say that their children are happy, safe and well looked after.

It is not yet an outstanding school because

- Teachers' expectations of the quality of pupils' handwriting and the presentation of their work are not consistently high for all pupils.
- Pupils' progress in mathematics has not been as rapid as that in reading and writing.
- At times, insufficient challenge constrains the achievement of individual pupils.

Full report

What does the school need to do to improve further?

- Enhance the quality of teaching further and, in so doing, raise pupils' attainment in English and mathematics to outstanding across the school by:
 - making sure that teachers' expectations of the way all pupils present and complete their work are consistently high
 - improving the teaching of handwriting and spelling throughout the school
 - ensuring that all pupils are challenged to achieve the highest standards, particularly in mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has taken a number of actions which are raising the expectations and aspirations of staff and pupils, so leading to rapid improvements in the school. In particular, pupils' progress is monitored robustly to inform the school's strategies for raising pupils' achievement. Good continuing professional development for all staff has contributed to stimulating teaching. The impact of these initiatives is seen in pupils' rapid progress in reading, writing and mathematics.
- The school's values, including equality of opportunity, are at the heart of the school's work. The headteacher, senior leaders and governors tackle potential barriers to learning to secure positive outcomes for all groups of pupils. For example, the relatively new systematic tracking of the achievement of pupils with special educational needs or disability, coupled with personalised learning and support, ensure that these pupils are making the same rates of progress as their peers. The impact of all interventions is routinely monitored.
- Careful monitoring of teachers' performance is achieved through scrutiny of pupils' workbooks, observation of teaching, and sharing good practice, using the support of the Southerly Point Cooperative Educational Trust (Cooperative Trust). All staff have adopted an ethos in which they can openly discuss their strengths and areas for development with colleagues.
- All teachers are involved in moderating standards by reviewing year-group planning, looking at pupils' books and regular reviews of pupils' progress. Middle leaders help further improvements in teaching and learning, making use of existing practice through support from the Cooperative Trust.
- Senior leaders have ensured that the new curriculum is exciting and motivating, with different subjects linking well together; this inspires pupils and helps them to develop a depth and breadth of knowledge, skills and understanding.
- As a result of the well-planned curriculum and other aspects of the school's work, pupils have a good understanding of life in modern Britain. The values of tolerating and respecting others are central to the life of the school. Older pupils had a clear understanding of democracy and the rule of law.
- Provision for pupils' spiritual, moral and social development is strong. Pupils have a positive sense of their role in the school and wider community. Regular periods of reflection, including in assembly, and the celebration and study of different cultures, literature and arts ensure that pupils have a well-developed understanding of spirituality and a growing appreciation of diversity.
- The new curriculum and assessment procedures provide parents and carers with accurate information about their child's progress in relation to age-related expectations so that they can support them at home.
- The school's pupil premium grant is used very effectively to ensure that disadvantage is no barrier to participation and achievement. The school ensures support for disadvantaged pupils' academic achievement and their personal development. This has included, for example, the training of staff in nurture support, so promoting pupils' emotional health and well-being. The impact of this support is reflected in the good progress and achievement of the small number of disadvantaged pupils across the school.
- The school uses the sports and physical education premium effectively. Funds are used to raise the profile of physical education within the school and provide more opportunities for pupils to become involved in physical activity, including competitive sports such as football, athletics and cross-country running. The funding is also providing training for staff by allowing them to work alongside specialist coaches.
- All of the parents who met the inspection team and those who responded to the online questionnaire, Parent View, expressed their praise for the headteacher and the staff in the school. They said that the school communicates with them well, describing the school as happy, safe and somewhere that their children can 'make good progress'. Parents commented on the staff's 'amazing enthusiasm, encouragement and approachability', and were confident that their children are prepared well for the next phase of their education.
- The local authority's good support has helped to accelerate the school's transformation. Support brokered from the Cooperative Trust is allowing leaders to learn from best practice. Training to support the headteacher has been used well to improve the strategic leadership of the school. Detailed reports from local authority officers provide a good level of information and guidance upon which senior leaders can draw.

- Safeguarding and child protection procedures are robust, and pupils' well-being is one of the school's top priorities. The school has undertaken comprehensive risk assessments to cover activities in and out of school, including for the 'woodland school'. Staff have received training in the government's Prevent duty.
- **The governance of the school**
 - Governance has been strengthened significantly since the previous inspection. The governing body fulfils its responsibilities very well, with governors making a very effective contribution to the quality of the education the school provides.
 - Governors are extremely clear in analysing data on pupils' performance and they use this knowledge to challenge and support school leaders. They have specific roles linked to school development plan priorities and regularly meet with staff responsible for those areas as part of their monitoring role. They bring a range of expertise to the school and have a good understanding of the school's strengths and areas for development.
 - Governors robustly hold school leaders to account. For example, they know how the school is using the pupil premium and sports funding and their impact. Governors are confident in using the national teachers' standards when tackling any possible underperformance. Governors regularly attend training to improve their own skills and to keep themselves updated.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Leaders have ensured improvement to teaching throughout the school since the previous inspection. They have done this by resolutely addressing recognised areas of weaker teaching and making good use of professional support from the Cooperative Trust.
- Most teaching meets the learning needs of pupils well, including those of disadvantaged pupils and pupils with special educational needs or disability. Teachers establish very positive relationships with pupils and expect their behaviour to be exemplary. This improvement in teaching is the main reason for pupils' current good progress and their rapidly rising standards.
- Teachers have good subject knowledge and expertise. They use questions effectively to challenge pupils' thinking, drawing on what they have to say to develop ideas in an atmosphere of support. As a result, pupils are keen to learn and respond eagerly to tasks. Staff effectively use a range of teaching methods to increase pupils' confidence, and especially their speaking skills.
- Teachers usually adjust tasks during lessons to provide the right level of challenge. However, at times, the work set is insufficiently demanding for individual pupils in this small cohort and this limits their progress.
- Teaching is good in the early years and Reception class. Activities are well matched to what children know so that they make rapid progress. Adults provide imaginative activities that stimulate children's interest and develop their skills well, especially in language and mathematics.
- The teaching of reading is good throughout the school. There is particular strength in the teaching of phonics (the link between letters and the sounds they represent), starting in the Reception class. School data shows that the pupils are presently on track to achieve better results in reading than last year. Pupils say that they enjoy reading.
- The teaching of writing and of spelling, grammar and punctuation has improved and is more effective than in the past. Teachers have introduced new and more exciting ways to encourage pupils to extend the quality of their writing skills. Even so, there remain weaknesses in the teaching of handwriting.
- Mathematics is a major focus throughout the school, in response to analysis that shows a lower proportion of pupils achieving more than expected progress than found nationally. The teaching of mathematics has been reviewed and is being strengthened. As a consequence, opportunities have increased for pupils to apply their numeracy skills and to solve real-life problems. Pupils enjoy the occasional opportunities they are given to reflect on their learning and choose work in the 'fuzzy group' that offers them the right level of challenge. There are some examples of pupils using mathematics in different subjects to apply and extend their skills.
- The new assessment procedures adopted by the school for both English and mathematics have ensured a consistency of approach by all staff. Teachers assess pupils' work frequently and use this information to plan future activities. In all classes, marking is used successfully by pupils to improve their work, in line with school policy. This is contributing towards pupils' improving rates of progress.

- Most teachers manage behaviour well. Pupils understand what is expected of them and, because they find their learning interesting, are almost always fully focused on the task they have been given.
- Skilled teaching assistants support teachers well and make a positive contribution to the learning of pupils of all abilities. They ensure that activities in lessons are adapted so that pupils with special educational needs or disability, or disadvantaged pupils, understand what is expected of them and make good progress.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils learn in a very calm, purposeful and peaceful learning environment, where staff cater for their social, emotional and academic well-being.
- Lessons in personal, social and health (PSH) education and in 'woodland skills' provide strong support for children's and pupils' personal development.
- Staff put great emphasis on developing pupils' confidence and resilience. As a result of this, pupils are beginning to live up to the high expectations that teachers have of them. They challenge themselves to improve.
- Pupils report that they feel safe at school, and the vast majority of parents who responded to Parent View agree. Pupils are very clear about what to do if they are unsure about anything and are confident that they can talk to an adult at school if they have a worry or concern.
- Safety features strongly in the curriculum. This results in pupils having a very clear sense of what it is to be safe, and how to keep themselves safe in a wide range of circumstances. A group of pupils, the 'digital champions', complement what pupils learn in lessons and contribute well to pupils' understanding of how to stay safe when using computers.
- Pupils whose circumstances make them vulnerable are cared for extremely well. The school runs a nurture group, which makes good use of the woodland area for supporting pupils' development. Any actions taken are well documented and the school maintains very strong links with a range of external agencies.
- Pupils have opportunities to take on responsibilities at school and carry out any tasks they are given in a mature manner. They are very proud of their school. They value opportunities to contribute to the running of the school through the school council and also to represent it in the Cooperative Trust's school council, 'School Kids in Partnership'.
- The extensive opportunities for taking part in regular sports activities help pupils to understand how and why they should keep themselves healthy.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school. They are confident, polite and very welcoming. They have a clear understanding of what is and is not acceptable and work hard to meet to the school's high expectations. The school is a very inclusive community and pupils' behaviour towards each other and adults is courteous and mature.
- The school uses a secure online digital system for instantly recording and reporting behaviour, both positive and negative, to parents. This is understood and valued by the pupils and parents as part of the school's positive behaviour policy.
- Pupils' attendance is good and has improved since the previous inspection. They come to lessons well prepared to 'have a go' and to learn from their mistakes. In lessons, pupils focus on their work, are keen to contribute and take pride in all that they achieve. They show good levels of self-control and personal discipline, including those who find managing their own behaviour a significant challenge.
- Parents spoken to by the inspector and those who responded to the questionnaire report that their children are happy at school and that they are expected to behave well.
- Pupils enjoy each other's company. They develop strong friendship bonds and teamwork skills, which contribute well to the progress they make. In lessons, they work together in a harmonious way, and gladly support each other to check their thinking or test out ideas.

- Pupils report that bullying is extremely rare and is dealt with swiftly and very effectively if it does occur.

Outcomes for pupils

are good

- Pupils make good progress in reading, writing and mathematics. Pupils are now well prepared for secondary school by the end of Year 6, both in terms of their achievement and in their knowledge of how to be a good learner.
- In 2015, most Year 6 pupils in this small cohort made the expected progress in reading, writing and mathematics and a higher proportion than nationally exceeded the expected progress in reading and writing. The school has analysed the reasons why the expected rates of progress were not exceeded in mathematics and have altered its practice as a result. Teachers swiftly identify any gaps in mathematics learning and use planned interventions to ensure that pupils catch up. The school's data and pupils' work suggest that almost all current Year 6 pupils are now on track to reach their predicted levels and many to go beyond them.
- Pupils also make good progress by the end of Year 2, particularly in reading. Progress in reading is strong because pupils read widely and for enjoyment. Pupils in Year 1 achieved standards above the national average in the 2015 Year 1 national phonics check (which tests pupils' understanding of letters and the sounds they represent). This is because of focused teaching from Reception class onwards. Pupils confidently use their knowledge of letters and sounds to read and spell unfamiliar words. Older pupils develop a love of reading and use their developing comprehension skills to discuss their favourite texts and authors' styles of writing.
- Across the school, the quality and content of pupils' writings show securely good progress. Pupils' handwriting skills and the presentation of their work across a range of subjects, although improving, still require further attention.
- The special educational needs leader ensures that all teaching assistants who work closely with pupils with special educational needs or disability receive specialist training in support and intervention. This has contributed to the good progress these pupils are making. Frequent checks on their progress highlight gaps in learning, and additional support is arranged for those who need it.
- As a result of effective use of the pupil premium funding, the small number of disadvantaged pupils make good progress and achieve well. The number of disadvantaged pupils in each year is too small to make any reliable comparisons between their progress and attainment and those of their classmates.
- The most-able pupils currently make good progress. Teachers set suitably challenging activities within lessons. Leaders are supporting teachers to challenge pupils' mathematical reasoning and problem-solving skills further to ensure that outcomes in mathematics match the achievement of these pupils in reading and writing.

Early years provision

is good

- The good leadership of the early years provision ensures that children get off to a good start. There is a sharp focus on continuous improvement to ensure that the provision best meets the needs of children and that parents are fully informed and included in their child's learning.
- Strong links with the pre-school and other groups in the locality mean that the transition process for children moving into the Reception class is very smooth.
- As a result of the analysis of assessment information, there is currently a successful focus on raising children's personal, social and emotional development and their language, speech and communication, and managing feelings and behaviour.
- Staff check children's learning very frequently. This information is used very well to plan a well-organised curriculum that engages and motivates children. Indoor and outdoor spaces are used imaginatively to encourage children to be active and inquisitive. They are encouraged to use their imagination and explore their environment, using all their senses. Activities are often planned around children's ideas and interests. This approach gives children some ownership of their learning in school and supports the rapid progress many of them make. All children, including disadvantaged children, are equally well prepared for their move into Year 1.

- Children feel very safe in school and are extremely well cared for. Children with special educational needs or disability are managed sensitively but firmly, which helps them to be fully included in activities and to make very good progress. Well-established routines give a valued structure to sessions and relationships are warm and enabling. Children respond very positively to the high expectations of staff and behave very well.
- The attitudes and resilience of children when engaged in a wide range of activities are very impressive. Teachers and teaching assistants listen well to children; while they act swiftly to help them when necessary, they also encourage children to try for themselves. Children frequently work together to solve a problem before seeking the support of an adult.
- Parental involvement is encouraged through a variety of means including digital 'learning journeys', to which parents can contribute and comment on their child's achievements. Parents and carers feel confident to approach staff to ask for information, guidance and support so that they can help with their child's learning.

School details

Unique reference number	111825
Local authority	Cornwall
Inspection number	10012350

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Samantha Reed
Headteacher	Emma Stritt
Telephone number	01326 572100
Website	www.trannack.eschools.co.uk
Email address	head@trannack.cornwall.sch.uk
Date of previous inspection	5–6 June 2014

Information about this school

- Trannack Primary is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. A very much smaller than average proportion of pupils are from minority ethnic backgrounds and there are no pupils who speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium is about average. The pupil premium is extra government funding to help the education of pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is well above average.
- The proportion of pupils supported with a statement of special educational needs or an education, health and care plan is well above average.
- The school runs a breakfast club and a wraparound care club after school from Monday to Thursday.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.
- Early years provision is full time in the Reception class.
- Trannack Primary School is part of the Southerly Point Cooperative Educational Trust with 14 other primary schools and two secondary schools (Helston Community College and Mullion Secondary School). One primary school (Parc Eglos) incorporates the West Cornwall Teaching School, through which support for leadership and management and professional development is provided.

Information about this inspection

- The inspector observed three teachers in a total of six lessons. These included three lessons jointly observed with the headteacher.
- The inspector also made a number of short visits to lessons to check the quality of provision.
- The inspector heard individual pupils read aloud in class and discussed their individual reading preferences with them. He scrutinised the work in pupils' books across a range of subjects and classes.
- Pupils' behaviour both inside and outside the classroom was observed.
- The inspector held meetings with the chair of the governing body and four members of the governing body, the school leadership team, school staff and members of the school council.
- The inspector spoke on the telephone with representatives of the local authority.
- The inspector also talked with a small number of parents and carers as they brought children into school.
- The inspector viewed a range of documents, including information on pupils' achievements, the school's data on current and recent progress and attainment, and the school's self-evaluation report. He also viewed the school's improvement plan, documents relating to safeguarding, and records of behaviour and attendance.
- The inspector took account of the 35 responses to the online questionnaire, Parent View, and 14 responses to the inspection questionnaire for staff. The school's website was also scrutinised.

Inspection team

Terry Mortimer, lead inspector

Ofsted Inspector

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