

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools affiliated to the Focus Learning Trust

INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A
OF THE EDUCATION ACT 2002**

Name of school:	Treverbyn Primary (TEC)
DCSF number:	908/6094
FOCUS number:	610
Inspection team:	Reporting Inspector: Cecile Corfield Supporting Inspector: Eileen McAndrew Lay Inspector: Philip Hutchinson
Dates of inspection:	11 – 14 May 2009

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SCHOOL DETAILS

Name of school: Treverbyn Primary (TEC)

Address of the school: Drummers Hill, Scredda, St. Austell, Cornwall, PL26 8XR

Telephone number: 01726 77316

Fax number: 01726 871217

Proprietor: Oakdene Education Trust

Name of Chief Executive Officer: George Munn (Acting)

Name of Senior Teacher: Jo-Anne Warburton

DCSF number: 908/6094

FOCUS number: 610

Type of school: Independent school affiliated to the Focus Learning Trust

Age range of pupils and students: 7 - 11 years

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 8 Girls: 5
(Part time) Boys: 0 Girls: 0

Number of post-16 students: Boys: 0 Girls: 0

Number of pupils with statements of special educational need:
Boys: 0 Girls: 0

Annual fees: No fees charged

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Cecile Corfield
Supporting Inspector: Eileen McAndrew
Lay Inspector: Philip Hutchinson

Dates of inspection: 11 - 14 May 2009

PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust and agreed with the Department for Children, Schools and Families (DCSF). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

Information about the school:

Treverbyn Primary School (TEC) is situated in St. Austell, Cornwall. It became purely a primary school in September 2008, although the premises had been used formerly as a secondary school with a Year 5/6 class. It is an independent day school which now caters for pupils aged from seven to eleven. It is affiliated to the Focus Learning Trust (FLT) and follows its policies and principles. Pupils come from families of the Brethren community and admission is non-selective. All pupils live a short drive from the school. There are thirteen boys and girls on roll. No pupil has a statement of special education need, although a small number have been identified as needing extra support. The school aims to *'provide a variety of quality teaching and learning experiences enabling individual achievement and the development of self-esteem.'*

Summary of main findings:

In this its first year of operation as a purely primary school, Treverbyn Primary School (TEC) is providing a good standard of education for its pupils and enables them to make good progress. The pupils are highly motivated and are becoming increasingly effective learners. The school meets its aims successfully. The pupils' personal development is very good and their behaviour is outstanding. Pupils enjoy coming to school very much and the vast majority of parents rightly hold the school in high regard. The Trustees and teachers have established the school swiftly. Teaching is predominantly good and some is outstanding. The school meets most of the requirements for registration.

What the school does well:

- it ensures a broad and interesting curriculum;
- it provides good quality teaching;
- its trustees that are involved in the management of the school have been assiduous in setting up an effective school; and
- it fosters and encourages the pupils' excellent behaviour.

What the school must do to comply with the regulations:

- provide appropriate facilities for pupils who are ill; and
- attend to the omissions in the regulations for provision of information to parents.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

The quality of education provided by the school

The quality of the curriculum

The quality of the curriculum is good and fully reflects the school's aims. It focuses on motivating pupils to engage in learning so that they can achieve well to the level of their ability. The curriculum successfully equips pupils with the necessary skills and knowledge for the next stage of their learning. All subjects of the National Curriculum are taught. These are augmented by the inclusion of French.

A suitable curriculum policy is supported effectively by detailed schemes of work for literacy and numeracy. However, a few of the commercial schemes of work for the foundation subjects do not always provide a sufficiently sustained challenge due to some tasks being too simple. For example in history, pupils are asked to colour in an outline of a Celt to include, amongst other things, his moustache. Periods of historical time are not taught chronologically; for instance, ancient Greece follows the Tudors. An overuse of worksheets limits the pupils' ability to present their work and express their ideas in an individual way.

There are good and effective plans for long, medium and short-term curriculum work. The senior teacher monitors carefully the planning and provision for all pupils. A well thought out long-term plan provides opportunities for many cross-curricular links, field trips, the exploration of British institutions and the development of multi-cultural links. The two year cycle of topics is followed closely and provides the pupils with wide ranging experiences.

The curriculum for physical education includes gymnastics and sports. Citizenship is covered efficiently, as is personal, social and health education (PSHE). Many aspects of citizenship and PSHE are taught in a range of subjects and in assemblies. There is a good extra-curricular programme which includes cookery and gardening.

Provision for the pupils identified as needing additional support is good. Individual education plans provide appropriate targets to enable pupils to make good progress. Pupils who need some extra support in lessons are helped effectively by teachers.

Appropriate emphasis is placed on visits connected to the curriculum. Pupils are given experience of diverse locations such as the Wheal Martyn Clay museum, Par Beach and Poltair Park.

The quality of teaching and assessment

The quality of teaching is predominantly good, with some outstanding, and this results in good progress by all pupils. The teachers have secure or strong levels of professional expertise and a thorough knowledge of the subjects taught. Lesson planning is assiduous and includes reference to the differing needs and abilities of pupils, all of whom are in mixed-age groups. The best lessons are planned with imagination and flair to catch and hold pupils' attention. An innovative approach, such as exploring and describing tropical fruit, promotes effective understanding of the function of adjectives in a sentence. In discussion, pupils said that they really enjoyed lessons, as, for example, when older pupils explored the garden to search out the habitats of mini-beasts. This excellent work ensured that they were learning

the conventions, language and methods of scientific enquiry in the context of a challenging investigation. In the same way, in these lessons, teachers display sensitivity and skill in using their knowledge of individual pupils' capability to shape questions which build the confidence of one pupil or extend the thinking of another.

The small number of pupils in each class allows direct support for individuals, as well as opportunities to work in small groups to support and contribute to each other's learning. Occasionally, where lessons are satisfactory rather than good, all pupils complete the same work even though for some it covers what they know already. The scrutiny of pupils' work across the curriculum revealed a substantial degree of use of published worksheets. Pupils have opportunities to write longer pieces of work in English. They do not have enough opportunities to use their increasing skills in reading and writing to extend their learning in other subjects.

Classroom organisation and relationships are of a high quality, resulting in a brisk pace for lessons, productive use of the time and rapid progress for pupils. Teachers enjoy their work and believe that pupils should enjoy their learning. This enthusiasm is evident and results in pupils who want to come to school and work with sustained concentration and motivation. Pupils are encouraged to ask questions about anything they might not understand. Teachers listen, give them time to think, to frame a response or clarify what they want to say. The strong emphasis on speaking and listening helps pupils to become increasingly articulate and confident speakers.

Support for pupils who have learning difficulties is good. Thorough assessment procedures when pupils come into school identify those individuals likely to need some support for their learning. Individual education plans are written to identify learning priorities, to set out targets and specify success criteria in terms of improvements in pupils' learning. Dates for the achievement of targets and for reviews are set within appropriate time scales. Lesson planning makes clear reference to the needs of individuals and to the ways in which teaching or resources are adapted to support them. Teachers give this in-class support at a good level.

Systems for assessment are being established and implemented effectively. Marking is regular, consistent and generally of a good quality. Comments on pupils' work are constructive and tell them what they need to do next to make progress. A range of assessments are carried out to monitor each pupil's progress during the year. Those carried out by FLT, alongside any available Key Stage1 statutory test results, usefully contribute to establishing a baseline from which to measure pupils' progress over time. Cognitive ability tests (CATs) carried out in Years 4 and 6 help to identify individual strengths and learning needs as well as giving some predictors towards pupils' future achievement. The school has developed a useful tracker sheet which records individual pupil's attainment in assessments and tests which enables the school to monitor their progress throughout the key stage. Assessments are shared with parents and inform the twice yearly reports. These are of good quality.

Does the school meet the requirements for registration?

Yes.

The spiritual, moral, social and cultural development of pupils

The provision for pupils' spiritual, moral, social and cultural development is good. The careful attention given to pupils' spiritual development enables them to acquire a

set of values and beliefs and makes them fully aware of their own religion. The school provides all pupils with regular opportunities, particularly in assemblies, to develop their self-knowledge and respect for others. The school's provision for moral development is commendable. It promotes an excellent understanding of moral principles that allows pupils to tell right from wrong. Good work and behaviour, effort and helpfulness are rewarded with house points. Staff choose stories carefully to illustrate particular moral issues in literacy and PSHE lessons. This helps pupils to develop a clear awareness of the effect their actions have on themselves and others. The teachers value what pupils have to say. They encourage them to listen to and respect the views of others.

Pupils gain knowledge of public institutions and services in Britain mainly through PSHE and citizenship. They have enjoyed visits from the fire brigade and road safety team and walked in the local environment to identify common rules and laws.

The pupils on the school council undertake their duties with remarkable maturity. They understand their responsibilities towards the other pupils and do their best to help them with any day-to-day concerns. Older pupils take responsibility to run the tuck shop as a small business and they keep accounts carefully. They understand why they should order healthy snacks and drinks.

Pupils' social development is exemplary. Behaviour throughout the school is excellent. Teachers provide regular opportunities for pupils to co-operate and they are very willing to take on school and class responsibilities, performing their duties diligently. Pupils play an important part in the smooth running of the school and in caring for the school environment. All pupils are responsible for keeping their belongings and the school tidy. The emphasis placed on speaking and listening skills helps pupils develop good communication skills and prepares them well for the next stage of their education. The pupils fund raise for the school and the local hospice.

Provision for pupils' cultural development is satisfactory. Opportunities to find out about their own culture are promoted effectively through history, geography, art, drama and music, but opportunities for the pupils to learn and understand about other cultures are limited. The pupils have talked about the influence of Emperor Haile Selassie and his importance to black people in the twentieth century. They have experienced African drumming and music and have found out about the different ancient cultures that made up the Roman Empire. These activities have intrinsic value, and the development of further understanding of other cultures in a multi-cultural society is an area which the school is addressing.

Does the school meet the requirements for registration?

Yes.

The welfare, health and safety of pupils

Pupils' welfare, health and safety are carefully considered and are good overall. Pastoral care is given a high priority. The school has succeeded in creating a community with a shared ethos in which individual pupils feel safe, cared for and valued. The outstanding relationships between staff and pupils contribute significantly to the sense of security and belonging which pupils experience. The child protection policy and procedures are in place. The designated person has

received training within the last two years and appropriate training has been booked for the most recently joined staff member. The overarching child protection policy from FLT is currently being reviewed, as is the anti-bullying policy, to take account of the most recent guidance from the DCSF.

Fire safety and supporting procedures are securely established and alarms and fire-fighting equipment are regularly checked by specialist providers. The First Aid policy is in place and supported by qualified members of staff. Procedures to help ensure pupils' safety on school visits are clearly specified and implemented effectively.

Pupils are very well informed about aspects of healthy living and acquire a growing knowledge and understanding of what constitutes healthy eating. This important aspect of personal development is very effectively supported by work in science and PSHE. In discussion, pupils said they enjoyed games and PE and were aware that exercise is an important part of healthy living.

The admission and attendance registers comply fully with requirements.

The school has a plan to outline how it meets its duties under the Disability Discrimination Act 2002 and implements it effectively.

Does the school meet the requirements for registration?

Yes.

Suitability of the proprietor and staff

The school has adopted the FLT's established employment procedures to ensure that all staff have satisfactory clearance with the Criminal Records Bureau at an enhanced level and that other essential checks are carried out before appointments are confirmed.

Does the school meet the requirements for registration?

Yes.

Suitability of the premises and accommodation

The school's premises and accommodation are suitable for purpose. It is housed in a block construction with a group of portacabins. Class areas are sufficient in number for the pupils on roll. A further room is used solely at lunchtimes or when pupils receive individual or small group teaching. The accommodation includes a hall, used mainly for meetings with parents or PE in inclement weather. A useful art and design and technology room is used for messy activities.

The school provides a colourful and attractive learning environment in the main block. A suitable library area is situated in the entrance hall. The premises have been redecorated and are well maintained. This enhances the provision for both staff and pupils. The school is clean and tidy. There are sufficient toilets and hand-washing facilities. The facilities for pupils who are ill do not fully meet requirements as there is no washbasin immediately accessible.

Outdoor play provision is very good. There is a spacious grassed field for play and sports and a hard-surfaced playground marked out for games. There is suitable seating and tables to enable pupils to eat lunch outside or to sit quietly if they wish.

Does the school meet the requirements for registration?

The school meets almost all of the requirements.

What does the school need to do in order to fully meet the requirements?

- *provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l)).*

The quality of information for parents and other partners

The school communicates effectively with parents and provides a wide variety of information which includes details of the curriculum and expectations for conduct and behaviour. However, there are a number of omissions in the prospectus of required information which should be provided or made available to parents. The main policies are adopted by the Trust, although there is little information to parents as to how available these are.

The prospectus is supported by a half-termly magazine for parents which covers the Treverbyn School as well as the other schools covered by the controlling Trust. It is supplemented by an excellent monthly publication entitled "Treverbyn Express" which is published effectively by the pupils for themselves and their families.

Parents receive informative reports twice yearly which indicate clearly how their child is progressing and provide details of targets for further progress. Opportunities for parents to meet with teachers occur after they have received the reports. The school operates an open door policy to enable parents to meet with teachers informally when necessary.

In the pre-inspection questionnaires, parents expressed strong support for the school and its achievement in providing an enjoyable learning experience. A small minority expressed minor reservations, mainly about homework.

Does the school meet the requirements for registration?

The school fails to meet some of the requirements for registration.

What does the school need to do to fully meet the requirements?

- *provide the address and telephone number of the registered or principal office of the proprietor (paragraph 6(2)(b));*
- *include the name and address for correspondence of the Chair (paragraph 6(2)(c));*
- *provide details of the school's policy on exclusions (paragraph 6(2)(e));*
- *make clear to parents of pupils and prospective pupils that policies relating to bullying, child protection, health and safety, promotion of good behaviour and sanctions adopted in the event of pupils misbehaving are available on request (paragraph 6(2)(h)); and*
- *provide on request the number of staff employed at the school, including temporary staff, and a summary of their qualifications (6(2)(k)).*

The effectiveness of the school's complaints procedure

The school uses the standard complaints procedure adopted by the FLT and authorised for use in its affiliated schools. It meets requirements fully. In addition, the complaints policy is reproduced in the prospectus thus fully meeting the requirement for the policy to be available to parents. The prospectus does not make reference to the number of complaints in the preceding school year but as the school is in its first year this is irrelevant, although the information will need to be included in future years.

Does the school meet the requirements for registration?

Yes.

PART C: ORGANISATION AND MANAGEMENT

This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by a Lay Inspector, who has written this section of the report.

The quality of the organisation and management of the school

The school has changed considerably within the last year, and is now a primary school which, along with two other schools in the South West, is controlled by Oakdene Education Trust. The Trust consists of nine trustees, with day-to-day control exercised by two local trustees and a Primary Manager. One of these acts as the CEO for the school, and the other as the Personnel Trustee. The general impression is of a school where the children are happy and learning is proceeding well with supportive staff. Although the trustees are spread geographically, they hold Trust meetings on a regular two-monthly basis with minutes taken and signed off at the subsequent meeting.

The school has a management team comprising the local CEO, a primary manager and the senior teacher who meet every term with minuted notes. A detailed Staff Handbook is provided to all new staff on appointment. The senior teacher has the confidence of the Trustees and the staff. The pupils express their satisfaction with the operation of the school.

The formal structure of the Trust require more precise definition of how the responsibilities are dealt with. This refers in particular to the operation of this school. Trustees need to acquaint themselves more closely with the school's functions and the application of the particular sphere of their responsibility under the Trust structure.

The Development Plan has a three-year strategy which reflects progress to date. An increase in library resources has been identified as a necessary part of the provision for the school in the future.

Could the organisation and management of the school be improved?

The Trust could

- organise a sub-committee of the main Trust to take responsibility for all the principal functions of this school. This committee could meet under delegated powers and report directly to the main Trust;
- extend the Development Plan to provide for the development of the site, as necessary, in the light of the relative life expectancy of the existing buildings;
- ensure that the duty for pastoral care is taken by a named trustee to ensure suitable provision for any circumstances arising; and
- make provision for the senior teacher to liaise with other teaching professionals to ensure continuing development of good practice and school development.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the Focus Learning Trust website: www.schoolinspectionsservice.org.uk.