

Inspection of a school judged good for overall effectiveness before September 2024: Treloweth Community Primary School

Higher Broadlane, Redruth, Cornwall TR15 3JL

Inspection dates:

14 and 15 January 2025

Outcome

Treloweth Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sarah French. This school is part of Crofty Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Hague, and overseen by a board of trustees, chaired by Michael Hosking.

What is it like to attend this school?

Pupils love coming to school and enjoy their learning. This is reflected in their high attendance. Pupils take pleasure in sharing the many positive aspects of their school. The school's values 'curious, kind and connected' are well known by pupils. They know how these help them to be successful. For example, through the value of 'connected', pupils understand and celebrate difference. One pupil summed up the views of others by saying, 'We are all connected, even if we are different.'

The school is ambitious for all pupils to be successful through their high expectations of what pupils can achieve. Pupils rise to these and show positive attitudes to their learning. They value greatly the praise they receive for their strong commitment to learning.

Pupils are supported to be active and responsible citizens. Through the many leadership roles, they know they make a difference. For example, through the role of 'globe trotters', pupils appreciate being able to share their family backgrounds and different cultures. School councillors choose the charities they want to support to make a difference beyond their school. Pupils appreciate the clubs to develop talents and interests. For example, they value developing new knowledge, such as the skill of 'strategy' in the board games and magic club.

What does the school do well and what does it need to do better?

The school is determined for all pupils to do well. Following a dip in standards where provisional outcomes for key stage 2 in 2024 were below the national average, the school and trust have taken great strides to address the deficiencies identified. As a result, pupils' current learning is stronger across the curriculum.

Across subjects, the school has identified the precise knowledge and vocabulary it wants pupils to learn. This starts in the early years and ensures that pupils build their knowledge based on what they have learned before. As a result, staff are clear what to teach and when. Subject leaders have a thorough understanding of how well pupils are learning in subjects. Staff benefit from and appreciate the training they receive to strengthen their subject expertise. As a result, pupils are supported to learn the curriculum well.

The school is refining end points across all strands of the English curriculum. This is helping pupils to build their knowledge of writing more securely. However, some pupils are making repeated errors in their written work, such as in handwriting and punctuation. This is because staff are not clear on the important knowledge pupils must secure and by when. Consequently, some pupils are not progressing as well through the curriculum.

The school prioritises teaching pupils to become confident and fluent readers. This starts the moment children begin in Reception Year. Staff teach the phonics programme well because of the regular training and coaching they receive from subject experts. The school checks carefully where pupils have gaps in their phonics knowledge and supports them well to keep up.

Staff use a clear and consistent approach when teaching the curriculum. For example, through 'reactivate' at the start of lessons, pupils recall their prior knowledge. Teachers use this to check and support any gaps in understanding. Pupils benefit from clear modelling of new learning to help them learn. Effective questioning helps pupils make links with what they already know and remember. These strategies help pupils to build their knowledge well.

There is a clear system in place to identify pupils with special educational needs and/or disabilities (SEND). For example, Reception Year children undertake an assessment to check and support any gaps in speech and language. The school has worked on strengthening precise learning plans to help pupils with SEND. However, some of these pupils are not yet gaining all the support they need to learn the curriculum well. They are often given work that is beyond what they know and can do. This stalls progress across the curriculum as these pupils are not securing important knowledge.

Pupils learn in a calm and orderly school. This is because the school has established clear routines for pupils to follow. Pupils know these well and so in lessons, they remain focused and engaged. Pupils work well together throughout the school day. In the early years, children are supported well to learn with each other, such as when they work together to be a 'Chinese dragon'.

The school promotes pupils' wider development well. Through the 'Treloweth' passports, pupils benefit from a variety of experiences. For example, pupils visit a local tin mine to enhance their learning in history. Through the curriculum, pupils learn about health and well-being. They know the importance of exercise to keep themselves healthy. For example, the 'daily mile' helps pupils to keep active in the school day.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not securing their knowledge of the writing curriculum well enough. This is because staff are not clear about the important knowledge pupils must learn and by when, such as in punctuation and handwriting. The trust should develop the expertise of staff in their understanding of the precise knowledge pupils must secure at each stage and use this to support any gaps in knowledge within pupils' writing.
- Some pupils with SEND do not gain all the support they need to learn the curriculum well. This is because the intended provision is not fully implemented in their learning and so they are often given work that is too challenging. The trust needs to strengthen staff expertise so that all pupils with SEND benefit from precisely identified provision to enable them to learn the curriculum well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Treloweth Community Primary School, the school to be good for overall effectiveness in January 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143443
Local authority	Cornwall
Inspection number	10344779
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	Board of trustees
Chair of trust	Michael Hosking
CEO of the trust	Simon Hague
Headteacher	Sarah French
Website	www.treloweth.croftymat.org
Dates of previous inspection	11 and 12 September 2019, under section 8 of the Education Act 2005

Information about this school

- Treloweth Community Primary School is part of Crofty Education Trust.
- The headteacher was appointed in September 2023.
- The school provides a before- and after-school club.
- The school uses two alternative provisions, one of which is unregistered.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector spoke with school leaders, curriculum leaders, those responsible for governance and representatives from the trust.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- The inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. The inspector also considered responses to Ofsted's online survey for staff.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

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