

Inspection of Treverbyn Academy

Stenalees, St Austell, Cornwall PL26 8TL

Inspection dates: 10 and 11 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are polite, respectful and courteous. They take pride in their learning and they want to do well. One pupil shared, 'Treverbyn Academy is a place where teachers help us to unfold our dreams.'

Leaders are ambitious and have high expectations for what they want pupils to learn. Leaders are determined for pupils to be successful. All pupils are included in all aspects of school life, including those with special educational needs and/or disabilities (SEND). This is a strength of the school.

Leaders have guided the school well through a period of staffing changes. They have made improvements to the curriculum that mean pupils learn with success. Leaders' actions are making a difference to the quality of education that pupils receive. As a result, pupils know more and remember more over time.

Pupils show positive attitudes to their learning. They know what is expected of them, including the school routines. This starts in the early years, where children are eager to learn and follow instructions. Staff build positive relationships with pupils and know them well. This creates a nurturing environment where pupils grow in confidence. Leaders' focus on well-being supports all pupils to begin their school day successfully.

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

Leaders are developing an ambitious curriculum for all pupils, starting in the early years. The development of staff subject knowledge is a priority, alongside the curriculum design. Teachers are clear about the important knowledge they want pupils to learn and when. They use assessment well to check for gaps in pupils' knowledge. This helps pupils to build their knowledge well. The prioritisation of curriculum development is now having a positive impact on pupils' learning. Some aspects of the new curriculum are in the early stages of implementation. In these areas, pupils do not yet build their knowledge as well as in the more established subjects. However, the quality of education pupils now receive is much stronger than the most recent published outcomes for the school.

Reading is a priority at the school. Leaders ensure that pupils learn to read successfully. Staff have the training they need to teach the phonics programme with accuracy. They identify pupils who fall behind and support them to catch up quickly. Staff match pupils' reading books to the sounds they know. This helps pupils to practise their reading and develop fluency.

Children in the early years get off to a strong start. Leaders ensure that children learn in a language-rich environment. Children enjoy a range of books, songs and nursery rhymes. This helps them to build their vocabulary well. Children show high levels of curiosity and independence. They are eager to share what they know. For

example, children enjoyed sharing the seeds they planted and explaining how the sunshine and rain help the seeds to grow.

Leaders ensure that pupils with SEND have the same opportunities as their peers. Staff know pupils' individual needs well. Teachers adapt learning to enable all pupils to be successful.

Most pupils behave well. Some parents are concerned about behaviour, including bullying. Leaders take action when any issues occur and record them with accuracy. However, leaders do not monitor patterns of behaviour with enough rigour to decide on any adaptations needed to the curriculum to support some pupils' behaviour. Some parents are not clear on the steps taken to address the concerns raised.

The school values of 'aspiration, collaboration, compassion, perseverance' underpin the approach for promoting pupils' personal development. This helps pupils to be responsible and respectful citizens. Pupils know that equality is important and believe everyone should be included. One pupil said, 'It does not matter if we are different, we all treat people the same.' Leaders have thought carefully about the experiences they want to provide for pupils. For example, pupils visit a local railway station to learn about rail safety. Pupils enjoy the clubs and trips on offer, including the residential. Pupils say it helps them to learn life skills, such as learning to sail.

Staff are proud to work at the school. They value being part of the trust and the support provided on many levels. Governors are ambitious about making a difference to the school. However, leaders do not share some key information, such as behaviour records, with governors. This makes it hard for governors to hold leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training that helps them to identify pupils who may be at risk of harm. Staff record concerns promptly. This helps leaders to gain further support for families who need it. Pupils know that adults will listen to them if they have any worries. They are taught how to keep themselves safe both online and in the wider world. For example, the RNLI visits the school to teach pupils about water safety.

Leaders make the necessary recruitment checks on adults who work at the school. Minor issues were identified with the recording of these checks, which have now been rectified.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have prioritised the development of the curriculum. Some changes to the curriculum are in the early stages. As a result, pupils do not yet build their

knowledge as well as in the more established subjects. Leaders need to further embed the curriculum for all subjects so that pupils build their knowledge well in all subjects.

- Leaders, including those responsible for governance, do not monitor behaviour with enough precision. As a result, patterns of behaviour are not always known well enough for leaders to decide on any adaptations needed to the curriculum to support some pupils' behaviour. Leaders and governors need to ensure that monitoring and evaluation is effective and strengthen communication with parents so that they are clear on the school's actions.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137076
Local authority	Cornwall
Inspection number	10241907
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Penny Shilston
Head of School	Maria Rundle
Website	www.treverbyn.org.uk
Dates of previous inspection	9 and 10 May 2017, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Aspire Academy Trust.
- Since the previous inspection, there has been a change in headteacher. The headteacher joined the school in May 2022.
- The school does not use any alternative provision.
- Leaders provide a before- and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.
- The lead inspector listened to pupils read to a trusted adult.
- To evaluate safeguarding, the inspectors spoke to the designated safeguarding leader, staff, governors and pupils, and evaluated record-keeping and staff training.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. Inspectors also considered responses to Ofsted's online survey for staff. There were no responses to Ofsted's pupil questionnaire.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Bradley Murray

Ofsted Inspector

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