

# Tregony Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111874
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	356993
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Laurie Lewin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Grayston
<b>Headteacher</b>	Mark Weir
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Back Lane Tregony Truro TR2 5RP
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed and five teachers were seen. The inspectors met with pupils, staff, parents and carers and members of the governing body. The inspectors observed the school's work, and looked at school documentation, including teachers' planning, assessment information and safeguarding policies, and scrutinised samples of pupils' work. The inspectors analysed 59 questionnaires from parents and carers, four from staff and 23 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils' attainment in mathematics has improved as a result of actions taken.
- How well do boys progress across the school?
- How well are assessment procedures embedded and used by teachers?
- What impact do subject coordinators have on improving educational provision and raising standards?

## Information about the school

This is a small school compared to others of the same type. It serves the local village and surrounding area. The proportion of pupils with special educational needs and/or disabilities is higher than that found in other schools nationally and varies significantly in different year groups. The needs of the pupils concerned are varied with some of them having physical disabilities and some with speech and language difficulties. The proportion of pupils known to be eligible for free school meals is below the national average. Nearly all of the pupils are White British, with a very small number coming from other minority ethnic heritages. Pupils in the school are currently taught in five classes. There is a classroom on the school site for teaching pre-school aged children, but this provision is not managed by the governing body and did not form part of this inspection. The school is accredited with several awards including the National Healthy Schools Plus Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. It has a welcoming and vibrant atmosphere and is successful in helping all of its pupils become confident and enthusiastic learners.

Children get off to a strong start in the Early Years Foundation Stage, with good teaching which ensures they achieve well. The good teaching and achievement are sustained across the school. As a result, by the end of Year 6, pupils attain above the expected levels. All groups of pupils achieve well, including those with special educational needs and/or disabilities. Teachers have a very clear insight into how well pupils work and progress. They plan lessons that match the needs, interests and abilities of the pupils precisely. Staff are very alert to any pupils who may be slipping behind and quick to support any individuals where required. Good work has been done this year to improve pupils' attainment and progress in mathematics. However attainment in this subject is not as strong as in English. Pupils' ability to use and apply their mathematical skills is weaker than in other areas of their mathematics work. They do not get enough chances to use and apply their mathematical skills across the curriculum. The curriculum is enriched well by a good range of visits, visitors and a wide range of extra-curricular activities.

The strong emphasis placed on promoting personal, social and health education, and the work done to achieve the National Healthy Schools Plus Award ensure that pupils have a good knowledge about how to stay safe and keep themselves fit and healthy. They make an outstanding contribution to the immediate and local community, for example the excellent work of pupils, through their school council, in organising and running a school Christmas fayre. The high quality care, guidance and support that staff provide ensure that all groups of pupils including those with special educational needs and/or disabilities and those with social or emotional difficulties progress well and become confident learners. Pupils behave well. They are thoughtful, friendly and polite and very supportive of one another. All safeguarding procedures are fully in place. As a result, pupils feel safe and are confident to seek help if they have any worries. They enjoy school a lot and those spoken to said, 'We get on well with teachers and teaching assistants? it's like they are our friends as well as teachers.' In achieving its International Award status, the school has forged good links with schools in Australia and India and hosted a range of international visitors. As a result, pupils have a good understanding about how people from different ethnic backgrounds live their lives. Pupils have clear awareness of right and wrong. Through the way in which they work and carry out responsibilities they are given, they gain a good social awareness.

The headteacher works very effectively with staff and members of the governing body to ensure they have a good understanding of priorities for improvement based on rigorous systems for checking effectiveness. The drive for improvement is shared by all. The school collects a wide range of assessment information, which teachers use well to check pupils'

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attainment and progress. However, the systems for collecting and presenting this information are too cumbersome and make it harder than it should be for staff to quickly access the information they need to inform their planning and target setting. The school has improved at a good rate since its last inspection. This, set alongside the strong commitment of staff and governors and clear action plans, means that it has a good capacity to keep improving. Given the current achievement of pupils, the school provides good value for money.

Governors are fully engaged in the work of the school. They monitor the school's activities closely and work hard to support the headteacher and staff. The excellent work to create partnerships that have enabled the fully funded installation of solar panels is an example of the school's innovative approach towards improving its facilities.

## What does the school need to do to improve further?

- Improve the efficiency of the school's assessment systems by July 2011 by:
  - implementing new systems that allow staff to rapidly record, access and use information about pupils' attainment and progress.
- Improve pupils' ability to use and apply their mathematical skills by July 2011 by:
  - ensuring pupils have a full range of opportunities to use and apply their mathematical skills with 'hands on' practical activities both within mathematics lessons and where appropriate across the curriculum.

## Outcomes for individuals and groups of pupils

2

All groups of pupils are successful and achieve good skills to support their progress in the future. By the end of Year 6 pupils attain above the expected levels in English and mathematics and lessons seen showed boys performing equally as well as girls at this age.

Children usually show skills and abilities that are below and often well below the expected levels when they start school. They progress and achieve well in the Early Years Foundation Stage and continue to do so in all of the classes across the school. Pupils do well in all aspects of English. By Year 6 pupils are articulate and many of them show a mature use of language. For example, in an English lesson for Years 5 and 6, pupils confidently wrote and acted out short scripts and began to consider concepts of empathy and sympathy within their writing. Much of the written work seen showed pupils using a wide range of interesting vocabulary, often in an imaginative and humorous way. Pupils also show good numeracy skills. They have a good ability to tackle and complete written problems. A mathematics lesson for pupils in Years 3 and 4 showed them using a range of equipment well to complete problem solving tasks concerning time. However, this 'using and applying' approach within practical problem solving was not reflected so well in other lessons seen. As a result, pupils' skills in using and applying their mathematical knowledge are not as strong as they could be.

Pupils' get on well with each other and all adults in the school. When spoken to pupils say, 'We get lots of fun activities and the best thing about our school is that it is a happy and friendly place.' Attendance at school is broadly average. Pupils show good consideration for taking care of themselves and each other. Pupils are conscientious in carrying out the good range of responsibilities they are given. For example the work of pupils in running

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the 'Huff and Puff' facilities and Healthy Tuck Shop does much to help the smooth running of the school. Pupils develop a sensitive awareness to major world issues. They acquire a good knowledge of British culture through their participation in a wide range of local festivals and activities. The excellent contribution they make to the immediate school and local community is typified through a wide range of activities such as selling the produce they have grown at school in a local village shop and visits to take harvest boxes to the homes of senior citizens.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teachers and teaching assistants have very good relationships with all of the pupils. They create an atmosphere in all classes that is conducive to pupils working confidently and enthusiastically. Teachers question pupils skilfully and are good at getting them to discuss their ideas. Good planning for lessons shows teachers catering for a wide range of learning styles. For example, in a good mathematics lesson for pupils in Years 4 and 5, clear presentation of ideas on the interactive whiteboard, clear explanations about the work, good discussion opportunities and strong support by teaching assistants helped all individuals move along quickly with their learning. This approach was mirrored in all other lessons seen across the school. Teachers work hard to make learning fun and interesting. They use praise very effectively so that pupils feel proud of their work and inject even more effort into what they do as a result. Teachers use assessment information well to set

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clear and precise targets. Some teachers work well to conference with pupils to ensure they understand the next steps for improving their work. However, this system is not universally applied across the school and some pupils are therefore less clear about the next steps that will aid their improvement. The school applies many good systems of support for individuals and groups of pupils and teaching assistants work well in this respect.

The school curriculum is planned well to enrich pupils' learning strongly. The school's wide range of extra activities, including day trips, residential trips and participation in festivals, are very much enjoyed by the pupils. Good links are made between subjects. For example, an English lesson for Years 5 and 6 contained good features to support their personal development, with an emphasis in the writing to provoke thinking about how pupils might deal with incidents of bullying.

Parents and carers are very pleased with the way staff look after, encourage and support their children. Very good quality records concerning the personal development of individuals are kept. These along with regular reviews, in cases where there are concerns, ensure that the well-being of all individuals is continually kept under scrutiny and the right kind of support provided including extensive support from outside agencies. As a result, all pupils with special educational needs and/or disabilities and any that have social or welfare problems are able to make the best of all opportunities offered by the school alongside all of their classmates. Staff are vigilant in ensuring the safety of all pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Staff and members of the governing body are very enthusiastic about finding ways to keep the school improving. Many parents and carers pay accolades to the good work of the staff. The headteacher is meticulous in ensuring that detailed records are maintained to record how pupils are progressing both personally and academically. Highly detailed assessment information is maintained by the school to check pupils' progress. As a result, all staff have a deep and insightful view into how well the pupils in their classes are doing. They use this information well to ensure that all groups of pupils have a full range of opportunities and that discrimination of any kind is avoided. However, the assessment systems are cumbersome and it takes teachers too long to access the information they need.

The headteacher, staff and governors work closely together. They have an accurate understanding about what works well and what could be done better.

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Teachers work well to lead and manage the areas of the curriculum for which they are responsible. They do a good job of working with other staff to develop and implement action plans for improvement.

Governors work in a systematic and efficient way. When required, they provide appropriate challenge to hold the headteacher and staff to account for ensuring that actions taken lead to improvement. The governors have ensured that all aspects of safeguarding are rigorously followed through. A full range of up-to-date policies and procedures are in place and these are fully implemented. Governors canvas parents' views on a wide range of issues and respond to any concerns they may have. However, they do not sufficiently explore the impressions of parents and carers about safety areas in order to inform future improvements.

The school works very closely with all parents and carers and makes good efforts to involve them in promoting their children's learning. Excellent links with local and national partnership organisations are used extensively to boost pupils' learning. Interviews conducted by the pupils with representatives of the constructors responsible for installing the new solar panels are a good example of this. The school has carefully researched the context of its local community and set up a wide range of activities to contribute to local events. It has good and growing links with national and international schools and organisations. There is much intended for the future in this area. However, the action plans to move ahead further in this area are not as clear as they could be.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Good induction processes and good teaching ensure that children settle quickly when they start school. They progress well so that they achieve average attainment by the time they are ready to start Year 1. The children behave well and develop confidence. There is much



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enjoyment evident in the way they carry out a wide range of interesting activities both indoors and outdoors. For example, despite the rainy weather pupils kitted out in wellington boots and dungarees thoroughly enjoyed their time outdoors. Indoors work encompasses many exciting and interesting activities, for example cooking, working with computer games and chances to taste and evaluate international cuisine. In the main, activities are well organised to ensure all children stay interested. Lessons are well constructed to cater for children who learn in different ways. For example, the use of visual and oral presentation is well balanced and good efforts are made to ensure that children remain actively involved in learning at all times. Very occasionally, activities are not geared precisely enough to engage the interest of some of the boys so that at these moments they struggle to concentrate and do not apply themselves with as much enthusiasm as usual. Teaching assistants work very well. In whole class sessions they are good at quietly prompting and supporting individuals to help them remain focused. Children work hard and begin to acquire a secure range of basic skills. Teaching is particularly well geared towards helping children learn letter sounds. A good range of presentation techniques is used to get them joining in with saying the sounds and putting them together to make words. Follow up activities around the class help children consolidate this learning well.

The provision in this part of the school is well led and managed. Good systems are established to continually track children's progress and the information is used well to inform planning. Clear and accurate self-evaluation along with good quality plans have been established to keep improvement moving at a good pace. Good systems to ensure the care, support and guidance of all individuals mean that children feel safe and well cared for at all times. Staff are vigilant in all matters connected with safeguarding.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

There was a high return of questionnaires. Most parents and carers are pleased with the school's work. Positive comments included: 'This is a super school that is well led, with great teachers and great learning chances for the children'; 'Both my children receive excellent support from the teachers and teaching assistants'; and 'Staff go far beyond the norm to provide extra activities for the children.' These comments were typical of many others received. A very small number of parents and carers felt that the school does not deal as effectively as it should with pupils showing unacceptable behaviour. The inspection team checked this area and found that the school has very rigorous systems for working with pupils who occasionally struggle with their behaviour. Records of pupils' academic and personal development showed that the school is very successful in helping pupils who

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have difficulties with behaviour. Pupils spoken to also said they felt very confident about the way in which staff help pupils who have any concerns or difficulties.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tregony Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	22	37	0	0	0	0
The school keeps my child safe	33	56	19	32	6	10	0	0
My school informs me about my child's progress	30	51	27	46	2	3	0	0
My child is making enough progress at this school	28	47	24	41	6	10	0	0
The teaching is good at this school	33	56	23	39	2	3	0	0
The school helps me to support my child's learning	30	51	25	42	4	7	0	0
The school helps my child to have a healthy lifestyle	33	56	24	41	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	49	26	44	0	0	0	0
The school meets my child's particular needs	32	54	22	37	4	7	0	0
The school deals effectively with unacceptable behaviour	24	41	24	41	5	8	6	10
The school takes account of my suggestions and concerns	28	47	22	37	6	10	1	2
The school is led and managed effectively	31	53	20	34	4	7	3	5
Overall, I am happy with my child's experience at this school	32	54	24	41	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2011

Dear Pupils

**Inspection of Tregony Community Primary School, Truro TR2 5RP**

Thank you for making us feel welcome in your school. You were very polite and friendly and we enjoyed talking to you. We have judged that yours is a good school. Through discussions we had with you and the survey that some of you completed we can see that you agree with us. Your school has improved since the last inspection.

Here are some of the good things that we found in your school.

- The good provision in the Early Years Foundation Stage gets you off to a strong start.
- We can see that you enjoy all of the activities provided for you.
- You are fit and healthy and know a lot about how to stay this way.
- You make an excellent contribution through all of your activities in the local community.
- Good teaching provides interesting lessons for you so that you progress well through all the year groups in the school.
- Your behaviour is good in all activities in the classroom and in the playground.
- You all have a full understanding about how to work and play safely.
- The adults in the school are outstanding at taking care of you.
- The headteacher, staff and governors have done a good job of helping the school improve. They are working very hard to make sure it keeps improving.

This is what we have asked the school to do now.

- Find better ways to keep information about how well you progress so that teachers can very quickly check how well you are getting on.
- Give you more chances in maths lessons to use and apply your skills in practical work; also to give you more chances to use and apply your mathematical skills in other subjects where this is possible.

You can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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