

Tregoze Primary School

Inspection report

Unique Reference Number	126288
Local Authority	Swindon
Inspection number	364005
Inspection dates	23–24 May 2011
Reporting inspector	Georgina Beasley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Tracey Harvey
Headteacher	Helen Swanson
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed and seven teachers seen. Inspectors held meetings with staff, pupils and representatives of the governing body. They observed the school's work, and looked at safeguarding procedures, assessment information, pupils' work and a range of policies and procedural documents. Inspectors analysed 85 questionnaires from parents and carers, 102 from pupils and 28 from staff.

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

- Are boys achieving at high enough levels in Reception and Key Stage 1?
- Has girls' achievement in mathematics improved as a result of more targeted teaching this year in Key Stage 2?
- Do teachers use a wide enough range of teaching methods and activities to motivate the learning of boys in Reception and Key Stage 1, and girls in mathematics in Key Stage 2?
- How effectively does the school track pupils' progress during the year to ensure it is picking up any dips in achievement early enough to adjust curriculum planning and teaching?

Information about the school

The large majority of children who attend this average-sized primary school are of White British heritage and only a very small number speak English as an additional language. A below-average proportion has special educational needs and/or disabilities but the proportion of pupils with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is below average. The school has National Healthy Schools Status and an International Schools Award; it has links with eight schools in continental Europe. The school hosts a privately run breakfast club which is subject to a separate inspection.

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

Tregoze is a good school and has created an environment where all pupils are welcomed. Pupils learn and play well together regardless of their backgrounds and needs and all have an equal opportunity to take part in school activities. Pupils feel safe in school because, as they say, 'behaviour is good for most of the time'. The headteacher's high expectations for pupils' academic achievement and personal development are clearly articulated and shared by staff, pupils and the governing body. Pupils know their targets and strive hard to achieve them. This was summed up by one Year 1 pupil who said they were aiming for 'could', referring to the highest of three targets set for a lesson. Pupils' enjoyment of school is reflected in consistently high attendance sustained over at least the last four years.

Pupils make good progress from their starting points because their learning in lessons and elsewhere in school is good. Attainment is improving strongly in nearly every year group and is above average at the end of Year 6. Teachers use assessment information well to target the specific skills and learning needs of different groups in lessons. The headteacher and subject leaders hold termly progress meetings with teachers to discuss the progress of every pupil in every class and adjust the curriculum and lesson planning. Subsequent support focuses on boosting the achievement of any pupil whose attainment has dipped. Despite this, a small number of pupils do not make the same good progress in mathematics and writing as they do in reading.

Teachers plan learning that interests pupils and motivates them to concentrate well in lessons. They are particularly successful in motivating boys. Children in Reception and Year 1 can choose whether to learn indoors or outside throughout the day. While learning activities in the classrooms reflect each child's needs as a result of the focused use of assessment information to shape learning, this is not always the case when children choose to learn outside, where they do not always make the same good progress. Lessons include a variety of teaching methods that keep pupils busy and actively engaged in learning. Pupils are less involved in planning their own learning and deciding what they need to do and are not always encouraged to ask questions that would help them to clarify their understanding.

The school's capacity to improve is good. An accurate self-evaluation has resulted in effective improvements in its work and performance. The school's leadership has successfully tackled relative weaknesses in the quality of teaching, which is now consistently good across the school. More-able pupils make good progress to achieve the levels of attainment of which they are capable. Boys are achieving as well as girls in Reception and Key Stage 1 as a result of focused support in lessons and opportunities to learn in different ways, both indoors and outside. The school has successfully targeted

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girls' achievement in mathematics in Key Stage 2 and, as a result, both girls' and boys' attainment in the subject is above average.

What does the school need to do to improve further?

- Ensure that all pupils make the same good progress in mathematics and writing by targeting support more effectively for the small group of pupils who are not on track to reach their targets.
- Help pupils take responsibility for their own progress by giving them more regular opportunities to plan their learning and ask questions in lessons.
- Ensure younger children make the same consistently good progress outside as well as inside by giving learning in the outdoor areas the same sense of focus and purpose that it has in the classrooms.

Outcomes for individuals and groups of pupils

2

Children start in the Reception class at levels within the band expected for their age. Pupils then make good progress, and attainment at the end of Year 2 and Year 6 is now above average in English and mathematics, having improved from average levels two years ago. Pupils with special educational needs and/or disabilities also make good progress, and pupils with a statement of special educational needs often reach average and above-average levels of attainment. Assessments indicate that pupils' achievement is good overall and continues to improve.

Learning and progress in lessons are good. Pupils concentrate well in lessons, particularly when learning is interesting and linked to other subjects. For example, in Year 6, pupils developed their historical research skills when writing a poem to describe events depicted on a picture of a Greek vase. They worked in pairs to raise questions that guided their thinking and helped them create interesting ways to express their ideas. In Year 5, pupils worked with the teacher to identify the steps they needed to follow to estimate and then use a protractor to measure and draw accurately different-sized angles. In Year 4, pupils referred to their targets to remind them to use adjectives, adverbs and similes to help them reach the next level in their writing. Pupils develop the skills they will need in future life through various curriculum activities and projects such as raising money for charity or school resources, and running a stall at the school fête.

Pupils' positive attitudes make a strong contribution to their good learning and progress in lessons. Those from different backgrounds get on well together and the number of exclusions has fallen dramatically as a result of pupils' improved behaviour. Some expressed concern about the behaviour of a small number of pupils, although they acknowledged that adults dealt quickly and effectively with very rare incidents of bullying. Attendance is high and punctuality excellent. Pupils' knowledge of and respect for different religions and cultures are well embedded. They are active at playtimes and a good number take part in the varied range of sporting opportunities on offer. Pupils understand the importance of eating healthily and most choose healthy options for lunch and snack. The school's Healthy Schools status reflects these good outcomes.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching assistants give good support to pupils' reading, acting as reading partners and working with small groups on focused tasks. Sometimes they spend too long developing pupils' ideas for writing, giving them too little time to practise their skills independently. Teachers use a range of questions that effectively probe pupils' understanding and which help them to extend their ideas and explain their learning. Pupils have regular opportunities to ask questions and plan their own learning in Year 6, but this good practice is not consistently applied across the school.

The curriculum is planned well to meet pupils' different interests and ensures pupils have opportunities to practise their speaking, reading, writing, numeracy and information and communication technology skills in different subjects. The reading recovery program successfully builds pupils' skills and self-confidence so that those taking part maintain good rates of progress. There is a varied range of well-attended after-school activities. Year 6 pupils enjoy learning to play the clarinet and Year 5 the trumpet. Pupils' enthusiastic singing during rehearsals showed how much they were all looking forward to entertaining their friends and families at the forthcoming talent show.

Care for pupils with a medical condition is excellent. For all, good quality support and guidance encourage high attendance and excellent punctuality. Home visits quickly build positive relationships with parents and carers and help children settle into school.

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Assessment information and care plans are shared with teachers when pupils move to their next class and later with the local secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, staff and governors are ambitious for the school and seek to keep it improving. The school's evaluation of its strengths and weaknesses is accurately reflected in a detailed school improvement plan. The governing body and most staff contribute to the plan's development and everyone is involved in its implementation and in checking the effectiveness of actions against pupils' progress. The school's commitment to equal opportunities and the tackling of discrimination is reflected in the successful action that has been taken to ensure groups of pupils do not fall behind.

Governance is good. The governing body holds the school to account, although it does not always record decisions formally. Safeguarding arrangements are good. Governors check that policies and procedures are followed and staff, all fulfil their responsibilities conscientiously. First-aid records are checked regularly to note any patterns in accidents and to see whether any improvements are necessary to the school's accommodation or procedures. Disability access has been evaluated carefully and a policy is in place to ensure requirements are met. The school gives good value for money.

A good partnership with the local children's centre gives parents and carers information about available services and family support in the local area. A partnership with the local secondary school is extremely positive. Teachers from the school lead lessons for all Year 6 pupils and receive valuable information about pupils' interests and achievement before they start Year 7. Community cohesion is good. The school's commitment to diversity is celebrated through close links with local schools and its partner schools in continental Europe and there are developing links with a contrasting school to extend pupils' understanding of wider British culture. Tregoze's respectful ethos permeates all aspects of its work.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage and, by the end of the Reception year; their achievement in knowledge and understanding of the world, creative development and physical development is above expected levels. This is because the curriculum provides a varied range of activities that promote good learning and development in these areas. Children particularly enjoy exploring the 'secret garden', whether this involves finding a suitable home for caterpillars or building dens. At their best, these activities reflect well-focused planning for learning outdoors. At others times, however, activities do not relate closely enough to what children are learning in the classroom, and do not have a sufficiently strong focus on language and literacy, and problem solving, reasoning and number.

Good leadership and management have led to more focused use of assessment to plan and guide children's learning. Adults make careful notes of children's learning and plan activities in response to this information, especially when children learn with an adult on a focused task. The start of every day is a good opportunity for children to practise targeted skills, and to enjoy guiding their own learning with their friends through a range of well-planned activities. Parents and carers are welcomed into the classroom, although most children run into school happily and take care of their belongings independently.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An average proportion of parents and carers returned questionnaires and most said they were satisfied with the school. The inspection endorses the views of the large majority who felt that the school keeps their children safe and that their children enjoy school. A small number of parents and carers wanted more information about their children's progress so that they could support their learning at home. Evidence indicates that teachers are available to discuss progress with any parent or carer who requests a meeting. A small, but significant, minority of parents and carers expressed concerns about behaviour. Pupils also expressed concerns that a small number of pupils are sometimes inconsiderate of others' feelings. Pupils' positive attitudes make a good contribution to good learning in lessons. Behaviour on the playground is occasionally boisterous. A few parents would have liked earlier, formal opportunity to give their views about the possible federation.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tregoze 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	46	43	51	3	4	0	0
The school keeps my child safe	45	53	39	46	0	0	1	1
My school informs me about my child's progress	31	36	48	56	6	7	0	0
My child is making enough progress at this school	34	40	46	54	2	2	2	2
The teaching is good at this school	38	45	42	53	2	2	0	0
The school helps me to support my child's learning	30	35	49	58	5	6	1	1
The school helps my child to have a healthy lifestyle	38	45	53	51	3	4	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)	34	40	41	48	3	4	1	1
The school meets my child's particular needs	31	36	48	56	1	1	3	4
The school deals effectively with unacceptable behaviour	25	29	43	51	8	9	6	7
The school takes account of my suggestions and concerns	26	31	47	55	5	6	2	2
The school is led and managed effectively	31	36	45	53	6	7	1	1
Overall, I am happy with my child's experience at this school	42	49	37	44	4	5	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 May 2011

Dear Pupils

Inspection of Tregoze Primary School, Swindon SN5 6JU

Thank you for making us welcome when we visited your school recently. Thank you especially to those of you who told us so much about your school.

We have decided that Tregoze is a good school. Your attendance is excellent. You find lessons interesting and so you enjoy school. Most of you feel safe in school. Your behaviour is good and it could be better if it were not for the small number of you who sometimes behave inconsiderately. You make a good contribution to the school's success through your positive attitudes in lessons and the way most of you welcome everyone in your games at playtimes and group work in classes. The partnership with the eight other European schools helps your good knowledge and respect for different cultures and countries. You all make good progress because teaching is good and your attainment is improving.

We have asked your school to improve three things.

- When those of you in Reception and Year 1 learn outdoors, we have asked teachers to make sure they plan your learning in the same detailed way as they do when you are in the classroom.
- Teachers plan interesting lessons for you but we want you to be given the chance to plan things for yourselves more often.
- Your headteacher checks your progress regularly but we have asked her to do this even more to make sure that you all do as well in writing and mathematics as you do in reading.

You can help by asking teachers questions when you are not clear what you are learning and why.

Thank you again for your warm welcome.

Yours sincerely

Georgina Beasley

Lead inspector

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