

# Tregony Community Primary School

Back Lane, Truro, Cornwall, TR2 5RP

## Inspection dates

4–5 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Over time, pupils have not made enough progress. As a result, some pupils are still catching up, particularly in mathematics.
- Children's progress in the Reception year has not been good enough.
- Teaching over time has been too variable. As a result, there are too many gaps in some pupils' basic skills in mathematics and spelling and grammar in writing.
- The most able pupils are not always set challenging enough tasks to enable them to make rapid progress.
- Expectations of what pupils can achieve and how much work they can do are not high enough.
- Pupils frequently make too many errors with spellings and grammar. Writing is untidy and poor presentation in mathematics sometimes leads to careless mistakes.
- The early years provision requires improvement. This is because the teaching of phonics (the sounds letters make) does not enable children to write fluently.
- Some leaders are new to their roles. They have not yet had time to develop their leadership skills or implement plans for improvement.
- Governors have not been rigorous enough in checking the school's work in the past.

### The school has the following strengths

- The headteacher and governors have a clear vision for the future of the school. The headteacher has built a strong staff team whose morale is high.
- Procedures for ensuring that pupils are kept safe and secure, are good. Parents say they are confident their children are safe, and the pupils agree.
- Disabled pupils and those with special educational needs generally make reasonable progress. This is because of the appropriate support they receive.
- Pupils' progress is speeding up and standards are rising.
- Pupils are polite and respectful. Older pupils take on responsibilities with enthusiasm and diligence.

## Information about this inspection

- The inspector observed teaching jointly with the headteacher, in 10 lessons taught by seven teachers. She also attended an assembly.
- She looked at pupils' work, together with information about pupils' current progress and over time.
- She also looked at documentation, including the school improvement plan, information about the curriculum, policies and procedures relating to safeguarding and behaviour. Minutes of governing body meetings and the headteacher's report to governors, and reports on the steps taken to improve teaching and achievement were also scrutinised.
- The inspector listened to pupils in Years 2 and 6 reading. She also met with small groups of pupils to find out their views on learning and other aspects of school, including behaviour and safety. She had lunch with pupils and chatted informally with them, and observed them at play.
- The inspector took account of 22 staff questionnaires.
- She also talked to parents at the end of the school day while they were attending parents' evening, and took note of the 31 responses to the online questionnaire (Parent View).
- She met with two groups of governors and held a telephone conversation with a representative from the local authority.

## Inspection team

Anne Newall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school, but has grown significantly over the past year.
- All the pupils are taught in five mixed-age classes. Pupils in the Reception year are taught full time alongside those in Year 1.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils or those with special educational needs, supported at school action, school action plus or with a statement, is above average.
- In 2014, the school did not meet the government's floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There have been numerous changes of staff and to the school's leadership since the last inspection. Some teachers, including the headteacher, have been in post since September 2013. Subject leaders and members of the senior leadership team took up their roles in September 2014. Several members of the governing body are also new.
- The school does not make use of any off-site provision.
- There is a private pre-school on site, which is not managed by the governors and is therefore inspected separately.

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

- Improve the quality of teaching and the rate of pupils' progress by ensuring teachers:
  - set work at the right level so that pupils build on what they already know and can do
  - check pupils' progress and understanding throughout the lesson, adapting teaching and support as required
  - adapt their teaching of phonics so that Reception children learn to connect more securely the sounds they hear with the letters they read and write
  - provide opportunities for pupils to check their own work, and correct spelling, grammar and calculation mistakes
  - improve pupils' behaviour, so that pupils develop more positive attitudes to learning and take pride in their work
  - use marking and feedback more effectively so that pupils understand how to improve their work
  - give teaching assistants a range of strategies to deepen pupils' learning.
- Strengthen leadership and management to support improvements by:
  - further developing the skills of all middle leaders to enable them to effectively implement their plans for improving the quality of teaching
  - ensuring middle leaders regularly check pupils' progress in their subject, and take action to address any underachievement they find
  - checking to see if the strategies to fill the gaps in pupils' learning are working
  - ensuring governors rigorously check that all groups of pupils in all classes are making good progress.

An external review of governance and use of additional funding should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### requires improvement

- Leaders and governors have not ensured that all teaching is consistently good and, as a result, pupils' progress, particularly in mathematics, is too variable. In 2014, standards in mathematics for Year 6 pupils were well below average. This is because they had been inconsistently taught lower down the school.
- Middle leaders are not yet having an impact on raising achievement in their subjects because they are still new to their roles. They have checked information on pupils' progress and drawn up plans for improving achievement, but it is too early to see the impact of their actions.
- Determined leadership by the headteacher has driven the improvements which have been made over the past year. She ensured that accurate checking of pupils' work means pupils falling behind are now helped to catch up.
- More effective action plans to tackle underachievement have resulted in faster progress being made by more pupils.
- The headteacher has ensured that all statutory policies, particularly those relating to safeguarding, are reviewed and known by all staff. Procedures for safeguarding and keeping pupils safe meet current requirements.
- The school is now making better use of additional government funding. Disadvantaged pupils now make faster progress than in previous years, particularly in reading. This is because teachers now set work at the right level.
- Teachers now have targets set for the progress their pupils should make. They understand that future pay decisions depend upon targets being met.
- The headteacher coordinates the support for disabled pupils and those with special educational needs well. She correctly identifies the support they need, including that provided by external agencies, which enables most to make expected progress.
- Teachers plan exciting activities based on the newly introduced curriculum. For example, older pupils thoroughly enjoyed playing heroes from Ancient Greece, and younger pupils have become engrossed in finding about life during the Stone Age. In science, investigating what happens to eggs when left in a variety of liquids captured pupils' interest. Pupils also learn French. Pupils' good spiritual, moral, social and cultural development is encouraged through school clubs, overnight camps, sports events, and numerous visits, for example to the Eden Project and the Minack Theatre. Music and singing are strengths of the school, and the choir has won both the St. Austell music festival two years running and Truro Music Festival in 2014.'
- The children's singing in assembly was of a high standard.
- Pupils develop a clear understanding of British values, including democracy, by learning that rights go together with responsibilities. Elections of school council officers show pupils how democracy works. The school's promotion of equality and respect for each other's differences is reflected in all pupils, including those with disabilities, being fully involved in all school activities.
- Relationships with parents are good; those spoken to say the staff are approachable, friendly, and willing to 'go the extra mile'. The vast majority of those who completed the online questionnaire (Parent View) think their child is making good progress. Virtually all parents think the school is well led and managed.
- All staff who responded to the questionnaire agree that the school is well led and managed.
- Leaders have used the additional sport funding to appoint a specialist teacher for physical education and additional teaching by the local sports coordinator. As a result, more pupils are participating in a wider range of sports and have gained a better understanding of how to lead a healthy lifestyle.
- The local authority has provided good support for the headteacher since she bought into the support service last year.
- **The governance of the school:**
  - The governing body has not, until recently, been in receipt of appropriate information about the school's performance and in relation to other schools nationally. Before this, the governors did not question the decline in standards and did not relate this to the quality of teaching. Governors do not have a detailed enough understanding of the information which shows them how the school and staff are performing. Consequently, their view of the school has been too positive. Since the headteacher took up her role, governors have received more relevant information and are beginning to ask questions about the achievement of pupils. Governors understand that the performance of staff will inform any future pay decisions they make.
  - Governors know how additional government funding is used, but do not systematically check its

effectiveness in enabling eligible pupils to make rapid progress.

- Governors are closely involved in planning for the future, including managing the budget with an increasing school roll and the potential need for an additional classroom.
- They liaise well with parents and take account of their views, for example in providing a 'walking bus' to help reduce traffic congestion near the school.
- Several governors are new to their role. They undertake training when possible to help them fulfil their duties in areas such as safeguarding and special educational needs.
- The governing body fulfils its statutory duties relating to finance and to safeguarding, ensuring all policies and procedures are in place and adhered to, and that staff are fully aware of their responsibilities.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement. Most have positive attitudes to their learning, but some give up easily when they come across a problem. They do not try to use their skills in different ways to help solve problems that arise in their work.
- Some pupils find it difficult to stay on task because they do not understand what they have to do. Others lose concentration because they are listening to instructions not meant for them. This why behaviour is not good.
- While some pupils try very hard and produce good work, others make careless and unnecessary mistakes in mathematical calculations or with their spelling and grammar when writing. The presentation of their work is sometimes messy and untidy.
- Pupils are invariably polite and respectful to each other and to adults. Their conduct around the school is thoughtful and sensible, and pupils of all ages socialise well with each other during lunchtime and playtime.
- Pupils take on a range tasks around school, such as operating the audio visual equipment during assembly. Others act as office monitors at lunchtime, and others put away the chairs after lunch. These tasks help develop their sense of responsibility.
- The headteacher seeks the views of pupils regarding their experience of school; pupils say they enjoy the new arrangement for rewarding behaviour with Golden Time.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are taught to deal with risks and how to keep themselves safe through the curriculum and assemblies, for example being reminded about the firework code before attending a bonfire that evening.
- Pupils say they feel safe in school, and know who to go to if they are worried about anything. They say that there is not any bullying because they 'all know each other very well'. They have a good understanding of e-safety and know that name calling and inappropriate language are not allowed.
- The vast majority of parents say their child feels safe at school and enjoys coming.
- Pupils return promptly from playtimes ready to start work.
- Attendance has improved and is currently above national expectations.

## The quality of teaching

## requires improvement

- Teaching requires improvement because it is not consistently good enough to ensure that all pupils make good progress over time. Since September, the headteacher has observed all teachers and taken effective action to remedy some inconsistencies in teaching.
- The teaching of literacy and reading has improved. Pupils are articulate and correctly use a wide vocabulary in discussion with each other and adults. They read books by well known authors with enthusiasm. Younger pupils also enjoy reading, but a few lack fluency because they cannot yet blend the sounds.
- The work set for pupils does not always build upon what they already know and can do. Some teachers do not regularly check pupils' understanding during activities. As a result, this leads to gaps in learning which slows pupils' progress.
- Some pupils do not sustain their concentration, particularly if they find something difficult, and do not use their existing knowledge to solve problems. For example, in mathematics, when working out two quarters

of a number, pupils did not see that this is the same as one half of the number. This is more often the case for pupils in the middle of the ability range.

- Classrooms are attractive, with wide ranging displays of pupils' work and resources to aid learning. Not all pupils use these resources to help with their learning.
- Teachers are diligent about marking pupils' work, but praise is often given to pupils for mediocre work when they are capable of producing better. Although marking points out pupils' mistakes, pupils are not given specific time and opportunities to make the corrections. This has been recognised by the headteacher already and staff have recently had training on improving feedback to pupils.
- The work of teaching assistants provides good support for disabled pupils, ensuring they are able to join in all activities. However, assistants are not always given enough guidance by teachers to enable them to fully support the learning of other pupils. Some lack the knowledge and expertise to adapt activities themselves.
- Pupils are interested in their work, enjoying the new topics. Teachers are planning more exciting activities. Pupils are confident to express their opinions and explain their reasoning.
- The teaching of physical education by a specialist teacher makes a strong contribution to the pupils' skills, enjoyment and increased levels of fitness.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because teaching does not enable pupils to achieve as well as they should.
- Standards reached by Year 6 pupils have declined over the past two years. In 2014, they were below average, and well below in mathematics. Also, less than half of pupils reached the expected standard in English grammar, punctuation and spelling.
- Pupils' progress has begun to speed up over the last year, but has not been sufficiently fast to ensure most pupils achieved well. In reading and writing, both progress and standards were similar to that found nationally.
- Very few of the most able pupils reached the higher levels in mathematics. All achieved the higher levels in reading and writing, and in grammar, punctuation and spelling.
- Rates of progress for pupils currently in the school are speeding up. In the most recent checks in October 2014, over half of the pupils have made good progress in writing and mathematics.
- The progress of pupils who received help via additional government funding was similar to that of their classmates in 2014, except in mathematics where they made slightly less progress. At the end of the year, their standards in mathematics were six months behind their classmates and 18 months behind pupils nationally.
- Progress for disadvantaged pupils improved in reading and writing, but not quickly enough to close the gap in standards evident at the start of Year 3. By Year 6 this group of pupils was still a year behind their classmates in writing, a year and a half behind in reading. Compared to national standards, these pupils ended the year just over one year behind in reading, and a year and a half in writing. The proportion of pupils meeting the average standard in the phonic check is below average. Pupils do not have enough opportunities to understand the relationship between the sounds that they hear, and the letters that they read and write. This contributes to the poor spelling found as pupils move up through the school.
- Disabled pupils and those with special educational needs receive the support they need to ensure they make at least reasonable progress, and some do better than that.
- Standards reached by the end of Year 2 are broadly in line with national averages in reading, writing and mathematics. The number of pupils reaching the expected level for their age is lower in mathematics than in reading and writing. There are now an increasing proportion of the most able pupils reaching higher levels.

### The early years provision

### requires improvement

- Children generally begin Reception with a range of skills and abilities. The majority make typical progress, but not enough children make rapid progress; as a result, the proportion of children who attain a good level of development by the time they move into Key Stage 1 is broadly average.
- Although regular observations of what the children can do lead to interesting activities being planned, teaching over time does not make enough of opportunities to develop the children's skills further through different areas of learning.

- Writing remains a relative weakness on entry to Key Stage 1 because the teaching of phonics does not reinforce the link between the sounds children hear and the letters they read and write. Although opportunities for writing have been increased, children are not encouraged strongly enough to use them. This is why the early years provision requires improvement.
- On occasion, some children become over excited and unruly for a few moments when they are left for too long at an activity. When this occurs, learning slows.
- The recently appointed Early Years Foundation Stage leader has identified where improvements are needed, for example creating more opportunities for children to learn outside. It is too early to tell whether this is having an impact upon the children's learning.
- The youngest pupils are confident to talk about their learning. This was seen, for example, when photographs of their construction models were displayed for the whole class, while children described eloquently what they had been doing.
- Staff make frequent observations of the children's learning, and record their progress throughout the year. They use the information to plan next steps in learning.
- Children work and play together well, and have good relationships with the adults.
- Procedures to ensure the safety of the children are thorough. Children show good awareness of safety; for example, when riding the bikes and trikes outside they wear helmets and drive carefully.
- Parents are very positive about their children's early days in school, and they share learning done at home through the 'wow' notes in children's learning journals.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	111874
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	444082

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

<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>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Grayston
<b>Headteacher</b>	Diane Blackie
<b>Date of previous school inspection</b>	15–16 February 2011
<b>Telephone number</b>	01872 530643
<b>Fax number</b>	01872 530643
<b>Email address</b>	secretary@tregony.cornwall.sch.uk

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