

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Email: suzy.smith@tribalgroup.com



Thursday 19 March 2015

Mrs Diane Blackie
Headteacher
Tregony Community Primary School
Back Lane
Truro
TR2 5RP

Dear Mrs Blackie

Requires improvement: monitoring inspection visit to Tregony Community Primary School

Following my visit to your school on Thursday 19 March, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- add measurable targets to the post Ofsted action plan to help governors check that the school is making the required improvements
- ensure the headteacher's report to the Governing Body contains a summary of the quality of teaching and its impact on pupils' learning
- work with Cornwall Learning and the local mathematics hub to support the leadership and development of mathematics after Easter 2015

Evidence

During the inspection, meetings were held with the headteacher, other middle leaders, a group of teaching assistants and three governors. A telephone call was conducted with a representative of the local authority to discuss the action taken

since the last inspection. The post Ofsted action plan, pupil progress data, a sample of pupils' work, governing body minutes and the headteacher's report to governors were evaluated. A short visit was undertaken to observe the teaching of phonics (the sounds that letters make) and mathematics across the school.

Context

Since the previous inspection, one governor has left. The number on roll at the school has risen from 136 to 150, it is projected to rise further. The subject leader for mathematics is due to go on maternity leave shortly after the Easter holidays.

Main findings

The headteacher is putting in place clear systems and procedures for planning lessons and checking pupils' progress, including how teachers' marking is supporting pupils to improve. Consequently, these aspects of teaching are becoming more consistent across the school. A new system for managing teachers' performance, which is linked clearly to pupils' progress, is proving effective in raising expectations with all staff. Rigorous checking and evaluation of the progress of individuals and groups of pupils is now being used to hold teachers to account and to identify appropriate intervention for the pupils.

Effective support and training is developing the impact of middle leaders. Visits to local schools, attendance at external courses and detailed analysis of pupil data is providing them with an accurate picture of their subjects. New approaches to rectify weaknesses in pupils' spelling and their knowledge of times tables have been well received by staff and parents. More interesting learning activities are making better use of links between different subjects across the curriculum and motivating staff and pupils alike. The headteacher has identified the need to cover the impending gap in the leadership of mathematics after Easter.

Good quality displays of pupils' work show an improvement in the content and presentation of pupils' spelling and grammar. Pupils are producing more written work from the Early Years Foundation Stage onwards. Greater attention is being given throughout the school to ensure all pupils apply their phonic knowledge when writing. Middle leaders are improving the accuracy of teachers' assessment of writing and as a result activities are being better matched to pupils learning needs. In turn this is also improving pupils' attitudes in lessons.

During our brief visits to lessons some effective practice was evident. In the most effective instances, teachers and other adults frequently check pupils' understanding and increase the challenge for those who learn quickly, or go over the learning for those who need more practice. For example, in a Year 3/4 class, pupils were challenged to add 3 digit numbers using mathematical apparatus. The teacher

effectively questioned pupils by constantly asking 'why' answers were given and expected pupils to demonstrate their mathematical understanding. When marking pupils' books, teachers are writing more helpful next steps comments so that the pupils know precisely what to do to improve their work. In a Year 5/6 class, the most able pupils were challenged to solve problems using the area of irregular shapes, while others practised reading co-ordinates. Teachers are developing their skills in assessing pupils' understanding during the lesson and adjusting the level of challenge for pupils in different ways. In almost all lessons, pupils displayed positive attitudes to learning and were engaged in their work because it is increasingly being matched more carefully to their learning needs.

The Governing Body now has a better understanding of the school's strengths and areas for improvement. Governors are beginning to hold senior leaders to account by questioning the school's evaluation of the progress on its action plan and on pupils' progress each half-term. However, this work is being hampered somewhat because the action plan does not include measurable outcomes against planned actions. This makes it difficult for governors to know whether or not the expected improvements are on track. Similarly, the headteacher's termly report to governors does not provide an overview of the quality of teaching and its impact on pupils' learning. Attendance at an Ofsted seminar and recent governor training has helped governors understand the pace and urgency of actions required in order to become a good school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority is providing effective and ongoing support for the school. The reviews of governance and the school's expenditure of pupil premium funding have provided specific points for development. The headteacher regularly attends pupil premium network meetings organised by Cornwall Learning in order to keep abreast of local and national developments. Guidance from local authority officers is helping senior leaders and governors keep focussed on core business of improving teaching and pupils' achievement. Future support to improve the impact of middle leaders and mathematics is planned.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Cornwall.

Yours sincerely

Richard Light
Her Majesty's Inspector