

# Tregoze Primary School

Sleaford Close, Grange Park, Swindon, Wiltshire SN5 6JU

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The principal is ambitious for the school and is relentless in her pursuit for it to be the best.
- Staff share the passion and determination of the principal and are equally ambitious for pupils to enjoy their time at Tregoze and become successful learners.
- The White Horse Federation board know the school well. They provide strong support and challenge to leaders, which is enabling the school to improve quickly.
- The quality of teaching, learning and assessment is good. Consequently, pupils make good progress and achieve well in reading, writing and mathematics.
- The core values of the school are an exceptionally strong feature and are rooted in all aspects of the school's work.
- The curriculum excites and motivates pupils. It is complemented by a wide range of enrichment activities.
- The behaviour of pupils is outstanding. Pupils demonstrate high levels of respect and are extremely considerate of each other's needs.
- Pupils have a positive attitude to school and attend regularly. This is reflected in the school's attendance, which is consistently above the national average.
- Leadership of the early years is strong. As a result, children settle in quickly and make at least good progress in all areas of learning. This ensures that they are well prepared as they enter Year 1.
- The local board of governors are well supported by the White Horse Federation. Together, they ensure that the school provides a good education for its pupils.

### It is not yet an outstanding school because

- Improvement plans do not focus sharply enough on the progress of different groups of pupils. Plans do not fully evaluate whether agreed actions have been effective for these specific groups.
- Parents do not always feel well informed about the reasons for decisions taken by school leaders.
- Teachers do not consistently provide sufficient challenge for pupils to ensure that they make the very best possible progress, especially the most able.
- Feedback to teachers is not sufficiently linked to improving learning for groups of pupils.

## Full report

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

- Raise achievement by ensuring that teachers provide the highest levels of challenge in lessons to enable pupils to make even stronger progress, especially the most able.
- Leaders set improvement plan targets and provide assessment information to teachers which focus clearly on pupils' progress and then check, with governors, more precisely what is working well and why.
- Improve communication with parents so that they understand clearly the rationale behind actions taken by leaders in the school and within the White Horse Federation.

## Inspection judgements

### Effectiveness of leadership and management is good

- The drive, passion and determination of the principal is unwavering. She is ably supported by other senior leaders, who share her aspiration for the school to become outstanding.
  - The principal receives strong support from the White Horse Federation. This support and challenge is driving the continual improvement of this school. As a result, the quality of teaching, learning and assessment is good. The school's evaluation of its performance is accurate. Pupils' outcomes are good and continue to improve.
  - The curriculum provides a full range of exciting opportunities for pupils to develop a joy of learning. Leaders make effective use of specialist teachers in subjects including modern foreign languages and music, providing pupils with the very best learning experiences in these subjects. Teachers make good use of world and local events to inspire pupils. These topics motivate and inspire the pupils, helping them to make good progress.
  - The school provides pupils with a wealth of enrichment activities, which are well attended. Pupils talk with animation and excitement about the clubs they attend, including cooking, basketball and gymnastics. Pupils also have the opportunity to receive specialist music tuition from visiting teachers in instruments, including string, woodwind, drums, piano and voice.
  - Pupils' spiritual, moral, social and cultural development is promoted well. Pupils draw on the school's core values to support their outstanding behaviour. Pupils told inspectors how their opinions are listened to and respected by staff and each other. Pupils learn about special places, events and raise money for charity. For example, they spoke passionately about the clothes bank located on the playground to support a chosen charity. Within the school, pupils from different cultures and backgrounds show respect for each other. Pupils are being well prepared for life in modern Britain. They have a good understanding of democracy through the election process to become a member of the school council or to be appointed a travel ambassador. They understand that any form of discrimination is not tolerated.
  - The principal ensures that additional government funding is used creatively and effectively to support the learning of disadvantaged pupils. Leaders identify pupils stuck or at risk of falling behind and provide individualised and bespoke support. As a result, attainment gaps have closed or are closing quickly in reading, writing and mathematics for these pupils.
  - The school uses sport funding effectively to increase the expertise of staff and widen the range of clubs on offer to pupils. For example, the use of specialist sports teachers and coaches to work alongside teachers has increased the number of sports available to pupils. As a result, more pupils now participate in a wider range of sports clubs, including tennis and rugby, helping them to lead a healthier lifestyle.
  - Training and development for staff has ensured that the quality of teaching is good. Teachers describe how they welcome the opportunity to work with each other and colleagues in the White Horse Federation, to share good practice and improve their performance.
  - While suitable procedures are in place to hold teachers to account, there are occasions where improvement plan targets, and information provided to teachers, do not sufficiently focus on pupils' progress. This makes it difficult to fully evaluate the impact of agreed actions and in such cases pupils do not achieve as well as they might.
  - Most parents speak positively about the school. However, a small number of parents raised concerns about the quality of communication from school leaders. They describe how occasionally they do not feel well informed about the actions the school has taken and feel that their views are not sufficiently listened to.
- **The governance of the school**
- There is currently an interim chair of the local board, who also sits on the board of directors supporting this rapidly developing local governing board. This local board reviews the work of the school through regular class visits to monitor the effectiveness of teaching and learning, and meets with pupils and staff to gather their views.
  - The executive board oversees the school's work in aspects such as finance, staffing and premises well. For example, they know how the pupil premium funding is spent and the positive impact it is having on the outcomes of disadvantaged pupils. They bring a wide range of professional skills to their work and are highly committed to ensuring the success of this school.
  - Governors do not shy away from tackling the underperformance of staff. They have a clear understanding of how good teaching is rewarded.

- The arrangements for safeguarding, including child protection, are effective. School leaders, including governors and staff, are committed to keeping pupils safe and secure to reduce the risk to pupils. Leaders closely monitor those pupils whose circumstances make them vulnerable. There are robust systems in place and school leaders are diligent in following up any concerns. They work effectively with outside agencies to minimise the risk of harm to any pupil. Staff are fully conversant with the government's 'Prevent' duty to help avoid radicalisation and extremism. All staff have a clear understanding of the need to protect pupils from all potential risk and know the actions to take if they have any concerns.

## Quality of teaching, learning and assessment is good

- Leaders focus persistently on improving the quality of teaching, learning and assessment. Pupils describe their learning as 'fun' because of the varied learning opportunities that teachers provide. They are eager to learn and achieve well from their starting points.
- The White Horse Federation provides staff with a wide range of opportunities to work with other staff within the federation. They describe how this challenges their thinking, developing and refining their practice. For example, teachers spoke with enthusiasm about recent training they had received in exploring how pupils learn. As a result, they are confident in modifying their practice to maximise the impact that teaching has on learning. Consequently, the quality of teaching, learning and assessment continues to improve.
- Teachers have good subject knowledge. They use this knowledge to plan exciting and interesting lessons which enthuse and motivate pupils. This is evident in some of the high-quality work seen in pupils' books. For example, Year 1 pupils were engrossed in writing about a haunted house. They were able to use exciting vocabulary choices such as 'mysterious' and 'terrifying' with great confidence, and develop a deeper knowledge of the features of descriptive writing.
- Teachers question pupils effectively to check understanding and challenge their thinking. This allows teachers to accurately identify gaps in pupils' knowledge, skills and understanding. Teachers are then able to adapt their planning to ensure that they tackle and close these gaps quickly. Work in pupils' books confirms that pupils make good progress in their learning over time.
- The school's marking policy is effective in contributing to pupils' progress. Pupils were keen to demonstrate to inspectors the impact of teachers' feedback and how it has helped them to make improvements to their writing.
- Relationships between staff and pupils are extremely strong. This results in pupils being self-confident learners who are not afraid to ask for help to increase their knowledge and understanding.
- Experienced and well-trained teaching assistants make a strong contribution to pupils' learning and their personal development and welfare. For example, they lead small group phonics sessions to build up pupils' knowledge of the sounds letters make. In addition, they provide good support for disadvantaged pupils and those who have special educational needs or disability. As a result of effective interventions and good teaching, individuals' needs are effectively met.
- While teaching is typically good, on occasions teachers do not consistently provide pupils with the highest level of challenge, especially the most able pupils. Consequently, pupils are not always provided with the opportunity to deepen their understanding. As a result, some pupils do not always make the best possible progress.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe and secure. They have a good understanding of risks in and out of school. For example, pupils in Year 5 and 6 could explain articulately how to keep safe when using the internet, and the action to take if they had any concerns.
- The policies and procedures for keeping pupils safe are robust. High-quality training is provided for all staff to ensure that the safety of pupils is paramount and they are kept safe from harm. However, non-teaching staff are less confident than teachers in following the procedures independently.
- The school works effectively with outside agencies to maintain the safety and well-being of pupils and to ensure that pupils receive good-quality care, guidance and support.
- Activities are well planned to further develop pupils' personal and social development. For example, a 'Lego club' has been introduced for pupils of all ages to develop their social skills and increase self-

esteem. Pupils are then able to use these skills to good effect in other areas of their school life.

- Risk assessments for a wide range of activities are in place and they are monitored closely by leaders. For example, rigorous measures are put in place for the pupils' exchange visit to Spain. Leaders are assiduous in ensuring that all checks are completed for families who host pupils to minimise risk.
- The school actively encourages pupils to stay fit and healthy. Pupils are able to make informed choices about healthy eating and keeping themselves fit. They have access to wide open spaces in which to play at playtimes and lunchtimes. Additional sporting activities provide pupils with further opportunities to keep healthy.
- Older pupils have a growing awareness of the dangers of different forms of addiction. For example, pupils in Year 5 were clear in their understanding of the consequences of smoking cigarettes.
- Pupils enjoy school and attend regularly. This is reflected in their attendance levels which are consistently above the national average.

### Behaviour

- The behaviour of pupils is outstanding. Pupils of all ages and stages of development have an exceptionally clear understanding of what acceptable behaviour is. They are highly respectful of staff and each other.
- Pupils' excellent attitudes to their learning is enabling them to make good progress.
- Staff consistently model the excellent behaviour they expect from pupils, reflecting the core values of the school: responsibility, tolerance, trust, empathy, patience and justice. Consequently, pupils play and learn happily together.
- Pupils are considerate, sensitive and are extremely caring towards each other. They demonstrate high levels of maturity in supporting those pupils who have identified behavioural needs. Consequently, incidents of bullying are extremely rare, and pupils describe how they are rapidly dealt with when they occur. Leaders monitor pupils' behaviour closely to identify triggers for potential lapses. They show a determination and commitment to ensure that all pupils are able to engage fully with learning. The use of the 'chill out' room provides pupils with the opportunity to have time and space to ready themselves for a swift return to their learning. There have been minimal fixed-term exclusions.

### Outcomes for pupils

### are good

- Pupils' achievement over time has improved as leaders secure the necessary improvements in teaching, learning and assessment. Progress continues to improve in reading, writing and mathematics as a result of good teaching.
- Pupils enjoy reading. The majority are confident in using their knowledge of letters and the sounds that they make (phonics) to read words which are unfamiliar. In 2015, there was a significant dip in the Year 1 phonics screening check results. The school is taking swift action to ensure that this is not repeated. Current progress information shows that these actions are having a positive impact on improving pupils' reading and phonics skills. The school is part of the Erasmus project, working with schools from Spain, Italy, Poland and Germany. The focus is on improving reading skills while teaching pupils to understand their place as citizens of Europe. Consequently, this project is igniting pupils' love of reading and improving their achievement.
- Progress in writing is strong. Work in pupils' books, across a range of subjects and in all years, confirms that pupils develop their writing in other subjects. For example, pupils in Year 6 were writing instructions on how to mummify a pharaoh as part of their history work. This good progress is reflected in the published information on writing standards for pupils in key stages 1 and 2 where, in 2015, they achieved above national averages.
- Progress across the school in mathematics is good. Teachers, plan activities which excite and challenge pupils. This results in pupils making at least good progress. For example, teachers are effectively supporting pupils in developing their problem-solving skills in mathematics. Work in books shows pupils are increasingly able to apply their knowledge and understanding of number. They are able to reason and explain their thinking logically to teachers and their peers, securing their good progress in this subject.
- Most-able pupils achieve well in reading, writing and mathematics as a result of good teaching and well-planned activities. However, leaders are not complacent and are aware that a higher proportion of pupils could make even stronger progress. Pupils who have special educational needs or disability are supported well and make good progress from their starting points in reading, writing and mathematics. Additional activities are monitored carefully by leaders to ensure that they are securing good or better progress.
- The small number of disadvantaged pupils currently in the school are making good progress in all

subjects and the attainment gap between their performance and their peers is continuing to close quickly. This is because of the effective use of pupil premium money and the high-quality teaching these pupils receive.

- The small number of pupils who speak English as an additional language achieve well and are making good progress in reading, writing and mathematics. This is because teachers and support staff know and provide for their individual needs well.

## Early years provision

is good

- Leadership and management in the early years are good. The early years leader is passionate about the quality of education that the children receive. Her drive and determination for constant improvement of the early years provision is ensuring that good outcomes are achieved.
- The early years leader has a good understanding of what children can and cannot do. She regularly checks how well children are doing. The school's use of 'Hot spots' allows children to select their own level of challenge. Activities are demanding and children are acquiring good learning behaviours as they move through the school. The teacher also uses this as a mechanism to monitor and check that children are gaining the necessary skills to make good progress across all areas of learning.
- Children join the Reception class with knowledge and skills which are typical for their age. As a result of good teaching, children make at least good progress. By the time they leave the early years, the proportion of children achieving a good level of development in 2015 was above the national average and an improvement on the 2014 result. This means they are well prepared as they move into Year 1.
- Disadvantaged children, and those who have special educational needs or disability, are well supported and achieve well. Although boys achieve well when compared to boys nationally, the leader is aware of the gap between boys and girls in the Reception Year and ensures that activities are planned which excite and motivate both boys and girls. For example, all of the children were very excited with the baby chicks hatching. Boys and girls were able to write and create pictures demonstrating their understanding. Most-able children were able to use non-fiction books to good effect to find out further information about the chicks.
- Behaviour in the early years is never less than good and is often outstanding. This is because routines are well established and consistently applied by all staff in and outside of the classroom. Children quickly form good relationships, working and playing happily together.
- Relationships between staff and children are strong. This enables children to enjoy their early experiences of school and develop good learning behaviours.
- The safety of children is good. Staff receive high-quality training in all aspects of keeping children safe, including paediatric first-aid training. They are diligent in monitoring children and are confident in the action to take if they have any concerns about a child's safety.
- While the early years leader ensures that there are systems in place for effective transition between nursery settings and school, there has, as yet, been no collaboration to explore if there are opportunities to work together to raise children's outcomes. As a result, some children are not as well prepared to start school as they could be.

## School details

<b>Unique reference number</b>	138305
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10001275

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The White Horse Federation
<b>Chair</b>	Simon Cowley
<b>Principal</b>	Helen Tudor
<b>Telephone number</b>	01793 876800
<b>Website</b>	<a href="http://www.tregoze-pri.swindon.school.uk">www.tregoze-pri.swindon.school.uk</a>
<b>Email address</b>	<a href="mailto:admin@tregoze-pri.swindon.sch.uk">admin@tregoze-pri.swindon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Tregoze Primary School became a member of the White Horse Federation multi-academy trust in August 2012. When its predecessor school, Tregoze Primary School, was last inspected by Ofsted its overall effectiveness was judged good.
- The local board of governors is appointed by the board of directors.
- The school is smaller than the average-sized primary school.
- The proportion of pupils who have special educational needs or disability is just above the national average.
- The large majority of pupils are White British. There are a small number of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for support from the pupil premium is below the national average. This is the additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- Children in the early years are taught in one class on a full-time basis.
- The school runs a breakfast club which was part of this inspection.

## Information about this inspection

- Inspectors observed lessons or part lessons, some of which were joint observations with the principal.
- Meetings were held with the principal, executive principals, the chief executive of the White Horse Federation, staff and two governors from the local board of governors. A meeting took place with the school improvement partner. Inspectors took into consideration the responses of 14 questionnaires completed by staff.
- A wide range of documentation was scrutinised during the inspection, including the school's evaluation of its own performance, the school's improvement plan and data relating to pupils' attainment and progress. Inspectors also checked the effectiveness of the school's safeguarding arrangements.
- Inspectors talked with groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. The responses from 23 pupil questionnaires were also considered. Inspectors listened to pupils read.
- The 72 responses to the Ofsted online survey, Parent View were taken into account, and inspectors considered comments provided by text message. They also spoke to parents informally at the start of the day.

## Inspection team

Jen Southall, lead inspector	Her Majesty's Inspector
Roberta Camble	Ofsted Inspector
Gareth Simons	Ofsted Inspector



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