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Mr Stuart Tulloch
Headteacher
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Dear Mr Tulloch

Short inspection of Tregadillett Primary School

Following my visit to the school on 20 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You and your highly strategic governors have sustained a determined and effective drive to improve teaching and standards across the school since the previous inspection. As a team, leaders, including governors, have managed substantial changes to the teaching and leadership team effectively throughout this period. Your diligence in focusing systematically on the right aspects for improvement has enabled the school to emerge successfully through this period of change. This is evident in the way you have continued to empower staff and develop their subject and wider leadership roles. As a consequence, their work has helped to secure pupils' good achievement, especially in reading and writing across the school. The influence of successful leadership and management is also evident in the consistently strong teaching and pupils' learning across Reception and upper key stage 2 classes. The high morale of staff, pupils' enjoyment of school and a harmonious atmosphere permeate the school. This further reflects your determined and collaborative leadership.

The pupils are keen to learn and get on really well with each other and with staff. Consequently, they feel safe, excel in their personal, social and emotional development and their attendance levels are high.

You and your leadership team know that there are some areas that must remain priorities for improvement. For example, you rightly identify the need to further deepen pupils' mathematical understanding and sustain consistently effective teaching across key stage 1.

In the previous inspection, the report noted that teachers should promote a brisk pace to pupils' learning and set work that is challenging, especially for the most able pupils. Teachers in the Reception and upper key stage 2 classes have risen to this challenge and have sustained high expectations and stimulating work to secure pupils' good progress. However, changes and uncertainties around teaching, particularly in key stage 1 classes, delayed the establishment of consistently effective teaching. Your strong strategic action this year means that this is now in place and needs to be sustained to maximise pupils' learning.

The report also identified the need to work more closely with parents and carers. You and your staff continue to give this aspect unwavering attention that is much appreciated by most parents.

Safeguarding is effective.

A strong culture of safeguarding is promoted by all staff across the school. Policies and procedures are robust. Leaders, including governors, ensure that safeguarding systems are frequently tested and implemented efficiently. Leaders undertake thorough staff recruitment and health and safety checks. Leaders ensure that, when necessary, referrals to other agencies and communications with parents are made in a timely and efficient way. Leaders also make sure that actions taken lead to pupils receiving the support they need to keep them safe. Comments from parents, as they brought children to school and in Ofsted's online survey, Parent View, confirmed this. The school's website provides detailed and up-to-date safeguarding information to parents.

Staff demonstrate a strong commitment to and clear understanding of the school's safeguarding procedures. For example, staff act quickly to address concerns and diligently ensure that records are completed in a comprehensive and accurate manner. Pupils spoken to said that they feel safe in school, receive helpful advice and are kept safe by caring staff. Pupils' considerate behaviour as they move around the school further demonstrates their good understanding of the school's rules and procedures that keep them safe.

Inspection findings

- At the start of the inspection, we agreed a number of lines of enquiry. The first considered the work of leaders in sustaining good outcomes for pupils in Years 1 and 2. In particular, I examined how effectively teaching staff are meeting the needs of increasing numbers of pupils who have emotional and learning needs entering key stage 1. Over the past year, you have taken strategic action to address the needs of the increasing range of pupils who have emotional and special educational needs (SEN) and/or disabilities entering the school. For example, teachers have adapted procedures for assessing pupils' progress to more precisely check pupils' needs and levels of understanding. This has improved teachers' ability to provide the right level of support and challenge for the pupils. You have also strengthened the leadership and support for pupils who have SEN and/or disabilities. However, you have identified that because of

continued changes in staffing in key stage 1, some initiatives to bring improvement have yet to be consistently embedded. Our observations in class and sampling of pupils' work in books showed inconsistency in the level of challenge of the work given to pupils. On occasion, some tasks given to pupils from lower and middle starting points were too complex for them and interrupted their learning. You identify in your development planning that the current strengthened teaching, particularly in key stage 1, should be sustained to optimise pupils' progress.

- Secondly, I examined what leaders and teachers are doing to secure pupils' consistent progress in mathematics through the school. This is because over time national assessments have shown that pupils' progress in mathematics although improved has not been as strong as that in reading and writing. You continue to take effective action to improve pupils' basic numeracy skills and sustain strong teaching across key stage 2. Increasingly, and particularly now in Years 1 and 2, teachers are placing greater emphasis on developing pupils' reasoning and problem-solving skills. For example, pupils are encouraged to talk about their work and explain their thinking and ideas about how to tackle problems. Pupils continue to respond well, as seen, for example, in the much improved results, particularly in Year 2 assessments earlier this year. This more specific focus on mathematics continues to have a positive effect, as seen in pupils' current work in books. For example, Year 1 pupils' increasingly accurate sequencing and re-ordering of numbers shows their improving understanding of place value.
- You recognise that given additional changes in teaching and subject leadership, steps taken to strengthen teaching and learning are still being embedded. Consequently, although improving, pupils' ability to solve problems is not yet developed to equally strong effect in all classes. Our scrutiny of pupils' work in books also showed that pupils develop their writing skills productively in other subjects, for example, in Year 3, carefully evaluating in science the benefits of eating dairy products. However, we noted that pupils are not yet advancing their mathematical skills to similarly good effect across the curriculum.
- Next, I looked at what leaders have been doing to communicate effectively and secure supportive links with parents. Since the previous inspection, you, your staff and governors have steadfastly strived to cultivate close and productive links with parents. You make good use of the funding available to support pupils who have SEN and/or disabilities. This enables the full-time SEN coordinator to communicate frequently and supportively with parents. Your similarly effective use of additional funding for disadvantaged pupils includes the employment of a parent support adviser who also works helpfully with parents. Responses in your regular parental surveys and in this inspection's survey include a very large majority of parents expressing agreement and appreciation of your work. Typically one parent wrote, 'My child flourishes at this school.' A very small number of parents expressed disagreement with this opinion in the online questionnaire. However, your detailed records of communications with parents and outside agencies show your diligence in responding to concerns and in bringing improvements when needed. Additionally, my discussions with parents as they brought their children to school revealed appreciation of the school's work in meeting children's needs. Parents also value the way you and your staff

make yourselves available at the start of each school day. You ensure that the school's website is readily accessible and keeps parents well informed through regular newsletters and up-to-date information about all aspects of school life.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- strengthened teaching, which takes full account of pupils' prior attainment and learning needs, is sustained, particularly across Years 1 and 2, so that all pupils achieve their full potential
- pupils' progress and attainment in mathematics, particularly in reasoning and solving problems, continue to improve so that they are as good as those in reading and writing.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Cornwall. This letter will be published on the Ofsted website.

Yours sincerely

Alexander Baxter
Ofsted Inspector

Information about the inspection

During the inspection, I held meetings with you and other staff who have leadership responsibilities. I also met with members of the school's governing body. I visited classrooms with you and we collected and scrutinised samples of pupils' work in books. I talked with individual pupils during visits to classrooms and observed them reading and checking their work. I observed pupils attending and participating in a school assembly. In addition, I checked a range of documents relating to safeguarding with you and administrative staff and also examined details of pupils' attendance, pupils' progress and the school's self-evaluation and development. I took account of 35 responses to the Ofsted online Parent View survey and 22 additional written comments from parents. I also took account of eight responses to the staff survey.