

Inspection of Tredington Community Primary School

Tredington, Tewkesbury, GL20 7BU

Inspection dates: 21 and 22 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

The school is welcoming, nurturing and inclusive. The school's values, 'Aspire, Create and Excel', are woven through all that the school does. Pupils are a credit to the school. They are happy, polite and respectful. Pupils understand what is expected of them. Most pupils behave well, so there is a purposeful buzz of learning throughout the school.

Pastoral support is strong. Staff forge caring relationships with pupils. Pupils trust staff and feel safe at school. They say they can talk to staff if they have any worries. Pupils confirm that bullying is not tolerated. They are confident that adults swiftly sort out problems.

The overwhelming majority of parents and carers are happy with the school. They enjoy working with their children on 'Welcome Wednesdays', for example. Parents recognise the hard work of staff and their compassionate and caring approach.

The school provides a broad range of opportunities to nurture pupils' talents. For example, pupils learn to play the drums or piano. Many try archery or musical theatre.

What does the school do well and what does it need to do better?

School and trust leaders have worked with relentless determination and pace to improve the quality of education that pupils receive. This has had a striking impact. Staff are motivated and committed. They receive well-focused support from the trust. Morale is high because staff feel valued.

Pupils follow a broad and ambitious curriculum in most subjects. Leaders have identified carefully the key knowledge pupils must learn and the order in which this is taught. In subjects where the curriculum is fully in place, staff give clear explanations of the knowledge that they want pupils to remember. They routinely check pupils' understanding of this and recap on previous learning. For example, children in Reception use their knowledge of number facts to solve mathematical problems. Older pupils use their knowledge of times tables to work out fractions of quantities. However, the curriculum and the use of assessment in some subjects are not yet fully embedded. As a result, some pupils have gaps in the knowledge they need for future learning. As some leaders are new to their roles, they are still developing their checks on whether pupils have learned the curriculum as intended.

Children learn to read as soon as they start school in Reception Year. Leaders have introduced an effective phonics curriculum, which is taught consistently well. Children's reading books allow them to practise the sounds they have learned. Leaders provide extra help for those who find it hard to read. This is having a marked impact on these pupils' confidence and fluency.

As pupils get older, they continue to read regularly. They listen intently to the stories that adults read to them. Pupils select interesting books from the library, and many join the lunchtime reading club. Parents enjoy sharing books with their children when they attend the reading café.

The school provides highly effective support for pupils with special educational needs and/or disabilities (SEND). Leaders and staff devise sharply focused plans, adapt teaching and provide additional pastoral support. This enables pupils with SEND to learn successfully. Staff patiently and sensitively support pupils who have difficulty managing their emotions. For example, pupils go to 'the nest', which supports them to become calm and focus on their learning.

Pupils are keen to do their best and they concentrate hard on their learning. They demonstrate extremely positive attitudes, so low-level disruption to pupils' learning is minimal. They enjoy learning about different cultures. For example, pupils are fascinated to learn about the lives of their classmates from different communities.

Pupils are motivated by the enrichment opportunities the school provides. For example, Reception children were excited when ducklings were brought to school. Older pupils enjoy residential trips where they have a go at activities, such as abseiling and climbing. Pupils take on positions of responsibility by becoming house captains or participating in fund raising events.

Leaders work closely with families to ensure pupils attend regularly. However, despite their efforts, several pupils are frequently absent. While this is sometimes for unavoidable reasons, pupils miss important learning time.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders provide all staff with regular updates to safeguarding training. Staff are vigilant because they know that safeguarding is everybody's responsibility. They consistently follow procedures for referring and reporting concerns. Leaders make timely referrals to outside agencies when they believe a pupil to be at risk. They maintain detailed records and routinely follow up their actions.

Pupils are taught how to keep themselves safe. For example, they learn about water and road safety. Pupils understand how to keep themselves safe when online and how to form healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In several subjects, the curriculum and the use of assessment are in the early stages of being developed. As a result, pupils' subject knowledge is not secure. Leaders must ensure that the curriculum and how pupils' learning is assessed are fully implemented.
- Some subject leaders have not evaluated the impact of the curriculum. Therefore, they are unclear about how successfully pupils have learned the important knowledge they need to know. Leaders must assure themselves that pupils consistently develop the knowledge and skills that leaders intend.
- Despite leaders' efforts, several pupils do not attend regularly. This means that pupils do not benefit from all that the school offers. Leaders must continue to work closely with families to improve the attendance of some pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	148060
Local authority	Gloucestershire
Inspection number	10267807
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	Board of trustees
Chair of trust	Stuart Allan
Headteachers	Helen Pearce & Mrs Emily Watton
Website	www.tredingtonprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became part of the Gloucestershire Learning Alliance multi-academy trust in 2020.
- There are two co-headteachers.
- The school uses one alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held several meetings with the co-headteachers and the director of academies. They also met with the special educational needs coordinator and pastoral leaders.

- The lead inspector held a meeting with a trustee of the multi-academy trust and the chief executive officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with leaders about the curriculum in other subjects, reviewed pupils' work and spoke to pupils about their learning.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with designated safeguarding leaders. Inspectors also spoke to pupils and staff about safety.
- Inspectors observed pupils' behaviour at various times of the day, including at the beginning and end of the day, and during break and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed responses to the online survey, Ofsted Parent View, along with free-text comments. Inspectors also took account of the responses to the staff survey and the pupil survey.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

Lorna Buchanan

Ofsted Inspector

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