

# Inspection of Treleigh Community Primary School

Treleigh, Redruth, Cornwall TR16 4AY

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Inspection dates: 4 and 5 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

Treleigh is a happy and harmonious environment. Pupils from early years to Year 6 thoroughly enjoy school. They have positive, nurturing relationships with staff and each other. Pupils say they can talk to adults about any worries they may have. As a result, pupils feel safe and well cared for.

The school uses 'The Treleigh Way' to promote good behaviour. Pupils are polite, courteous and curious. Their conduct in lessons and at social times is exemplary. They listen carefully to adults' instructions and quickly settle to their work. Children in the early years follow clear and established routines. They focus well on tasks with and without adult support. Pupils say bullying is rare.

Pupils experience a well-planned curriculum beyond the academic. They pursue their talents and interests through a wide range of clubs. These include gardening, community, art and netball. Pupils deepen their knowledge of the curriculum through carefully chosen trips, such as visits to a museum, art gallery and zoo. This also develops their understanding beyond the locality.

Parents and carers have overwhelmingly positive views on the school. One comment, typical of many, stated, 'It is very clear that the children come first.'

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

New leadership has brought a renewed sense of purpose to the school. The school has a strong sense of shared vision among staff, parents, pupils and governors. Staff morale is high. They speak positively about the direction of the school. Teachers in the early stages of their career are well supported.

The school has established a well-sequenced and ambitious curriculum. It has embedded the key principles of 'thrive, respect, empower' throughout. This starts in the early years. Within the curriculum's design, the school has carefully considered how content will be taught in both single and mixed-age classes. The school ensures it supports pupils with special educational needs and/or disabilities (SEND) to learn well.

Through regular training and highly knowledgeable subject leaders, teachers are supported to teach the curriculum effectively. They explain new concepts clearly. Staff skilfully question pupils to further deepen their thinking. As a result, pupils learn the curriculum well. For example, in history, pupils talk knowledgeably about why the Romans left Britain. However, sometimes, where teaching is not as well matched to pupils' needs, they do not learn effectively.

The school has refreshed its teaching of early reading. It has retrained staff so that they have the appropriate subject knowledge. The school ensures that children in Reception classes begin learning to read as soon as they start. Pupils read books closely linked to the sounds they have learned in lessons. Those who fall behind

catch up and keep up. There is a widespread love of reading through the school. Staff ensure that pupils experience a rich range of carefully chosen texts. Pupils can talk in detail about the books their teachers read to them.

Children get off to strong start in the early years. Clear transition processes mean that they settle quickly into their new surroundings. Staff promote oracy through songs and rhymes. Both the indoor and outdoor areas are stimulating and purposeful. This helps children to progress through the curriculum well across all areas of learning. As a result, they are well prepared for Year 1.

Pupils with SEND have their needs well met. The school has clear systems for early identification. This enables support to be in place quickly. Staff help these pupils knowledgably and sensitively.

Pupils know how to stay safe online. For example, they know the importance of not sharing personal details. They are encouraged to report anything that concerns them. They can describe key features of world religions. The school teaches pupils about the basics of finance, such as budgeting. This helps to prepare them for adult life.

Sport has a high profile at Treleigh. Pupils take part in a range of sports tournaments. This not only develops their tactical knowledge, but also builds their self-esteem and confidence. Pupils develop their independence through a series of residential visits.

The school has recently sharpened its systems for recording and analysing attendance information. These systems are now more robust than in the past. It works with families and other agencies to ensure that pupils attend school more regularly.

Governors support and challenge leaders appropriately. They regularly make checks on aspects of the school's work, such as safeguarding and reading. This means governors know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- On some occasions, the curriculum is not well implemented. As a result, pupils have not developed the knowledge and skills leaders have identified in their plans. The school needs to continue to improve the curriculum so that pupils consistently know and remember more.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	111841
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10288123
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Peerless
<b>Headteacher</b>	Steven Proctor
<b>Website</b>	<a href="http://www.treleigh.cornwall.sch.uk">www.treleigh.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	10 and 11 November 2011

## Information about this school

- The number of pupils on roll has increased significantly since the last inspection.
- The headteacher and deputy headteacher took up their roles in January 2023.
- The school runs its own breakfast and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors held discussions

about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum in religious education and science.
- The lead inspector listened to a group of pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey, Ofsted Parent View, and took into consideration responses to the staff and pupil survey. An inspector also spoke to parents at the start of the school day.

### **Inspection team**

Jason Edge, lead inspector	His Majesty's Inspector
Sarah Jane Tustain	Ofsted Inspector
Julie Barton	Ofsted Inspector

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