

Inspection of Tregadillett Primary School

Tregadillett, Launceston, Cornwall PL15 7EU

Inspection dates: 2 to 3 July 2024

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 Good

What is it like to attend this school?

Tregadillett Primary School is at the heart of its community. This is reflected in the school's motto of wanting 'to build powerful learners together'. The school is committed to providing pupils with a high-quality education. However, as one pupil said, 'We still have lots of fun and make great friends along the way.'

Staff model the school's values to pupils. These include showing compassion and creativity. Children right from Reception Year are encouraged to demonstrate these attributes and are rewarded when they do. Many parents say their child is flourishing here. They comment positively on the school's child-centred and inclusive approach.

Pupils enjoy school. They talk excitedly about the wide range of opportunities available to them. For example, younger pupils visit an authentic Saxon village. Older pupils benefit from residential trips. All pupils participate in enrichment weeks and learn about different cultures. Recently, an exploration of Asia enabled pupils to cook traditional Asian dishes and create henna art. These experiences bring pupils' learning through the curriculum alive.

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

Leaders, including governors, are highly ambitious for what pupils can achieve. Since the previous inspection, the curriculum has undergone significant review. Leaders have worked collaboratively with teachers to plan this. Pupils learn a knowledge-rich and well-sequenced curriculum. The school also supports an increased number of pupils with special educational needs and/or disabilities (SEND) well. Staff use their learning from training to make any necessary adjustments to the way they teach the curriculum. Most importantly, they get to know pupils well. This ensures pupils with SEND are well supported.

Subject leaders have carefully planned what pupils will learn over time. The school has introduced 'forever facts'. This is the key information they want pupils to remember. Where assessment is strongest, such as in mathematics, staff carefully check what pupils know. They use this to inform pupils' next steps. However, in some subjects, the assessment of what pupils know is not yet as well developed.

Children begin to follow the school's chosen phonics programme as soon as they start Reception Year. If any pupils start to struggle, staff identify this quickly and put the right support in place. Therefore, most pupils make good progress through the curriculum and are successful in learning to read well. During their time at school, pupils read a range of carefully chosen texts. They look forward to unwrapping surprise books to find out what text is next. Older pupils often listen to younger pupils read. They offer encouragement and advice which builds the confidence of both.

Staff have high expectations of pupils' behaviour. Pupils respond positively to this. They are enthusiastic and want to do well. When rare incidents of misbehaviour occur, staff are calm and consistent in their response. Pupils are supported to make better choices. Children in Reception Year benefit from being in a well-structured and purposeful environment. Staff form strong relationships with children and their families. Children learn how to take turns. They listen thoughtfully to each other's ideas.

At playtimes, staff encourage pupils to be active. They often join in activities and model what successful play looks like. Pupils happily play football, take turns on climbing frames and engage in role play. Staff promote discussions on topical issues. This supports pupils to improve their oracy skills.

Although the majority of pupils attend school regularly, there are a small number who continue to be persistently absent. Leaders, with the support of governors, have introduced further strategies to improve attendance this year. However, the impact of these is yet to be fully realised.

Pupils follow a well-considered personal development programme. They learn about the appropriate use of social media and how to use the internet safely. Children in Reception Year learn about the different emotions they might experience. Staff support them well in finding the right words to explain their feelings. Therefore, children settle in quickly and develop resilience. As pupils get older, staff continue to encourage them to talk about their mental health. The school supports pupils appropriately if they express any worries.

Staff are very supportive of the changes leaders have made. They feel consulted and valued. Governors ensure that new initiatives do not cause unnecessary workload for staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the assessment of pupils' knowledge and understanding is at the early stages of development. This means that teachers' knowledge of precisely what pupils know and remember is stronger in some subjects than in others. The school should ensure that there is a consistent and effective approach to how assessment is used in all subjects.
- There are a small number of pupils who are persistently absent from school. This means they are missing vital parts of their education. Leaders should continue to work with families and external agencies to ensure rapid improvement in the attendance of these 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](#)' 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

Unique reference number	111948
Local authority	Cornwall
Inspection number	10322198
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Gemma Goodenough
Headteacher	Jack Horwell
Website	www.tregadillett.net
Date of previous inspection	20 September 2018, under section 8 of the Education Act 2005.

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The school uses one registered 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 held discussions with the headteacher, other senior leaders, the special educational needs and disabilities coordinator and the chair and other members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics

and history. 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.

- To evaluate the effectiveness of safeguarding, 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 considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector

His Majesty's Inspector

Lizzie Lethbridge

Ofsted Inspector

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