

INSPECTION REPORT

TREGONY COMMUNITY PRIMARY SCHOOL

Tregony, Truro

LEA area: Cornwall

Unique reference number: 111874

Headteacher: Mr Paul Rowling

Lead inspector: Keith Sadler

Dates of inspection: 19th - 21st January 2004

Inspection number: 258228

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed

Number on roll:	126
School address:	Back Lane Tregony Truro Cornwall
Postcode:	TR2 5RP
Telephone number:	(01872) 530 643
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jeremy Oatey
Date of previous inspection:	2 nd - 4 th June 1998

CHARACTERISTICS OF THE SCHOOL

This small village primary school is becoming increasingly popular. In the past two school years, 28 pupils have entered the school at other than the normal Reception age and few pupils left the school before they reached the end of Year 6. At the time of the inspection, the school had 127 full-time pupils from Reception to Year 6 and five part-time Reception children. The school is housed in new accommodation, which was opened in 1993, and shares the playing field with the local secondary school in the village of Tregony. The school serves the village and also surrounding rural areas, though an increasing number of pupils come from some distance away because parents choose to send their children to the school. All the pupils are from a white background and currently there are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. Although the full range of abilities is represented when pupils enter the school, attainment data shows that the attainment of children coming into the Reception class is broadly average. Pupils' backgrounds are broadly average. The proportion of pupils with special educational needs is above the national average. Three pupils have statements of special educational need, a proportion that is close to the national average.

The school gained a Department for Education and Skills (DfES) School Achievement Award in both 2002 and 2003 and is currently working towards the Activemark Award from Sport England.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	Mathematics Science Information and communication technology Religious education
13548	Tricia Bowen	Lay inspector	
27290	Chris Huard	Team inspector	Foundation stage Art and design Design and technology Music
22948	Mary Vallis	Team inspector	English Special educational needs History Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a good education, **its effectiveness is good** and it gives good value for money. The very good ethos enables pupils to learn in a safe, warm and friendly environment and there is a strong sense of teamwork and belonging. Good teaching throughout the school ensures that pupils achieve well. Standards of attainment are above average and are improving at better than the national rate. They are particularly high in mathematics. Leadership throughout the school is good.

The school's main strengths and weaknesses are:

- Standards are above average in English and science and well above average in mathematics.
- Pupils have very positive attitudes, they enjoy school and their behaviour is good.
- Leadership and management are good.
- The quality of teaching and learning is good.
- Standards are below average in information and communication technology (ICT) and pupils do not achieve well enough.
- There are too few opportunities for the curriculum to be enriched by making visits and having visitors into the school.
- The school is very committed to inclusion and there are good arrangements for pupils with special educational needs.

The school provided unsatisfactory value for money at the time of the last inspection. There have been improvements across the board since 1998 and the school has effectively tackled all the key issues for action. There has been a strong re-focusing on improving leadership and management by the head and governors and, as a result, standards have improved and most pupils achieve well. The quality of teaching and learning has improved and the school is now held in high esteem by both parents and pupils. Its effectiveness has improved significantly and the school now provides good value for money.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	B	B
mathematics	A	A	A	A
science	A	A	B	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2. Caution is needed when interpreting data in this school because it has some small year groups. National test results fluctuate depending on the number of pupils in any year group and those with special educational needs.

By the time that pupils leave the school, **their achievement is good**. Children in Reception make good progress and will reach, or exceed, the goals expected by the time they start Year 1. The pupils' achievement in Years 1 and 2 is now sound in most subjects, and they achieve well in English, science and music. Although the results of the tests for seven-year-olds in 2003 showed that standards are close to the national average, the inspection evidence is that pupils' attainment is now above average in English, particularly in reading and speaking and listening. In the junior classes, pupils make good progress in their learning and they achieve well. As a result, at age 11, standards are above average in English and science, and are well above average in mathematics. Standards are in line with national expectations in geography, history, art and design and design and technology. In physical education, music and religious education, the pupils' attainment is above average. In ICT, attainment in Year 2 is in line with national expectations but in the junior classes, pupils' achievement is limited, owing to the lack of depth in the curriculum. As a result, standards for 11-year-olds are below expectations. The achievement of pupils identified as having special educational needs is good and higher-attaining pupils also achieve well.

Pupils' personal qualities are very good and the provision for their spiritual, moral and social development is also good. Pupils have a very positive attitude to learning, behaviour is good and they show a keen interest in the life of the school. Pupils' attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching was good or better in three-quarters of all lessons seen, resulting in good learning in most lessons. Pupils learn well because teachers plan lessons well and make the work relevant and interesting. Teaching assistants make a good contribution to the quality of teaching.

The school provides a satisfactory curriculum, though there is a need to extend the opportunities to enrich learning through making visits and having visitors in the school. The school provides particularly well for the care, guidance and support of the pupils. There is a positive ethos in the school. The good relationships between staff and pupils help to contribute to making the pupils feel safe and their confidence and self-esteem are boosted.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership. He has a clear vision for the school's future development and provides a sense of purpose. The increased involvement of all staff has helped to ensure that management is good. The governing body is effective and has a very good understanding of the school's strengths and weaknesses. It provides good support and challenge and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and they express positive views. They are proud of the school and speak highly of it and they all agree that their children like school. Pupils are positive in their views of the school and they too say that they like school and almost all feel that there is an adult that they can turn to if needs be.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in ICT in Years 3 to 6.
- Strengthen opportunities for enriching the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in Reception is **good**, and in Years 1 and 2, it is **satisfactory and improving**. In Years 3 to 6, achievement is **good**. When pupils leave the school, standards, in comparison with all schools, are above the national average in English and science and well above average in mathematics.

Main strengths and weaknesses

- Standards have improved significantly in recent years and the rate of improvement is better than the national rate for both seven-year-olds and 11 year-olds.
- The attainment of 11 year-olds is above average in English and science and well above average in mathematics, and they achieve well in most subjects.
- Standards for 11-year-olds in ICT are below average and their achievement is unsatisfactory.
- Attainment for seven-year-olds is above average in English and music and they achieve well in these subjects and also in science.
- Children in the Foundation Stage achieve well.
- Pupils with special educational needs make good progress and achieve well.

Commentary

1. There has been a marked improvement in standards since the last inspection. For the last three years, in comparison with all schools, the attainment of 11-year-olds has been either above or well above the national average in English, mathematics and science. In comparison with similar schools, standards are well above average for mathematics, above average for English, and average for science. The school's rate of improvement for both seven- and 11-year-olds is above the national rate of improvement. The achievement of seven-year-olds is generally satisfactory and it is good for 11-year-olds.
2. Children enter the Reception class with broadly average attainment. Good provision ensures that the children make good progress, with almost all achieving, and some exceeding, the goals in each area of learning. The children achieve well because the provision is good.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.3 (16.3)	15.7 (15.8)
writing	15.1 (14.1)	14.6 (14.4)
mathematics	16.5 (17.4)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

3. Over the past few years, Year 2 results have shown significant differences in the attainment of girls and boys but there are no differences now. Pupils make steady progress in their learning in most subjects and their achievement is generally satisfactory. However, in science, their progress is good and even though the teachers' assessments show that the standards achieved are below average, pupils are now working at or above the national average and they are achieving well. In English, pupils' attainment is above average in reading and speaking and listening, and in writing, attainment is average, with pupils achieving well in each aspect. The school has given priority to improving standards of writing. Very well-focused teaching ensures that the work is set to meet the differing needs of the pupils. Consequently, achievements are higher. Standards in mathematics, ICT, geography, art and design, religious education and design and technology are now close to the nationally expected levels and they are above this standard in music.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (28.7)	26.8 (27.0)
mathematics	28.6 (28.4)	26.8 (26.7)
science	28.6 (30.9)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

4. In recent years, the high priority given to improving the standards of 11-year-olds has significantly boosted of attainment in English, mathematics and science. Results in the tests for Year 6 show that there has been a steady improvement over the past four years in all three subjects. The school's value-added measure between tests for seven- and 11-year-olds is well above average, both in comparison with all schools nationally and similar schools. Pupils generally achieve well through the three junior classes, and their progress is speeded in the top class. This is because of the very good teaching in this class where pupils achieve particularly well in most subjects. As a consequence, the pupils' attainment in mathematics is well above average in comparison with both national results and with those of similar schools. Similarly, in both English and science, results have improved to the current above average levels. In lessons in both these subjects, many pupils are already attaining the standards expected for 11-year-olds by the end of the school year. The school's ambitious targets are likely to be exceeded, particularly in mathematics where, as a result of the good provision, the higher-attaining pupils are already working at the higher expected level for 11-year-olds. In science, pupils develop very good investigative skills which are well applied. As a consequence, pupils find the subject exciting and they attain above average standards and achieve well.
5. In previous years, test results have shown significant differences between the attainments of boys and girls. This is not now the case. One of the strengths of the school is that each pupil is treated as an individual. As a consequence, the achievement of girls and boys in lessons throughout the school is similar. It is likely that the school is correct in its evaluation that the gender differences in attainment in the 2003 tests were to do with the cohort.
6. Standards in geography, art and design, history, and design and technology are in line with national expectations and pupils achieve appropriately. Lessons seen in music and physical education suggest that standards are above expectations. In religious education, inspection findings suggest that standards attained are above expected levels and pupils' achievement is good.
7. Standards in ICT for 11-year-olds are below the nationally expected level. Pupils' progress in learning and their achievement are limited because the oldest pupils have only recently been taught the required programmes of study.
8. Throughout the school, pupils with special educational needs, including the small number with physical or sensory impairment, achieve well. By the time they leave Tregony, almost every child previously identified as needing additional help has acquired sufficient skills in reading and writing to cope with the demands of the curriculum. In both the 2002 and 2003 tests for 11-year-olds, every pupil identified as having special educational needs achieved at least below average standards in English, mathematics and science. This is a strength, given the wide range of abilities represented in the school, and is because these pupils are identified early and received focused teaching. Pupils with emotional or behavioural difficulties learn to modify their behaviour and contribute positively to the school community because of the school's consistently positive approach, and acceptance of good advice and support from outside agencies.

Pupils' attitudes, values and other personal qualities

This area is a strength of the school. Pupils have very good attitudes to learning. They show a very keen interest in the life of the school and the broad range of activities provided for them. Their behaviour is good. There is good provision for developing the pupils' personal qualities overall, including their spiritual, moral and social development. This makes a significant contribution to their learning and achievement. Good systems ensure a prompt start to the day and pupils settle quickly to work.

Main strengths and weaknesses

- Pupils show very good attitudes to their learning; they enjoy school and feel secure.
- Behaviour in the playground and around the school is very good.
- Pupils' behaviour in lessons is usually good but sometimes low-level disruptive behaviour distracts others and slows the pace of learning.
- The School Council and the monitor and prefect systems offer good opportunities for pupils to take responsibility.
- The school is very inclusive and all pupils get a good deal by being at the school. The staff value all pupils irrespective of background or level of need.
- Good opportunities are provided to consider moral issues.
- Attendance is well above the national average and good systems are in place to monitor absence.
- Since the last inspection, there has been only limited progress in providing opportunities for pupils to explore multi-cultural issues.
- Good systems to ensure a prompt start to the day and pupils settle quickly to work.

Commentary

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.2
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. The good attitudes and behaviour reported at the time of the last inspection have been improved to the current very good standards. The school has an inclusive ethos which means that all the pupils are able to learn in a safe and happy environment. They come into school promptly and clear systems ensure that they settle quickly to their work. Most teachers have very high expectations of pupils' conduct and, as a result, they behave very well but, in some cases, some low level disruptive behaviour slows the pace of the lesson and distracts other pupils from their work. Clear school rules and the rewards system contribute to the good behaviour at all times of the school day.
10. The school has recently started a School Council which provides a useful forum for pupils' views. The school has established a number of ways for pupils to take responsibility and act on their own initiative. The pupils are keen to act as monitors and take pride in the help they provide. The pupils are courteous, confident and articulate. They listen well to each other and show respect at all times. They move around the school sensibly, and have consideration for those around them in the playground. The pupils are very positive about their school and appreciate the range of out-of-school activities provided. Parents and pupils report that any incidents of bullying are dealt with quickly and effectively. There have been no exclusions from the school since the last inspection.
11. The spiritual, moral and social education provided is good. The pupils have opportunities to consider right and wrong and the feelings of others. There are a number of good examples of pupils expressing delight and marvel. This occurred in a Year 6 art and design lesson when the pupils were shown some special and precious pots. Others were inspired and showed a sense of wonder when handling an ancient Greek artefact in a junior history lesson. On both occasions, the teachers acknowledged the inherent spirituality of the moment. The school has made some effort to improve cultural education since the last inspection but there is still little opportunity for the pupils to appreciate the music or drama of our multi-cultural society.
12. The pupils' attendance at the school is very good. The school has very good systems in place for monitoring absence and following up non-attendance.
13. Almost all the children entering the Reception class have had some form of pre-school educational experience. The good provision means that almost all children are likely to meet or exceed the required

goals in personal, social and emotional development. In particular, the caring relationships and high expectations of good behaviour help the children to become self-confident.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education based on a satisfactory curriculum and good teaching and on the very good care it takes of the pupils.

Teaching and learning

Teaching and learning are good throughout the school, and often very good in the top class. Assessment is good.

Main strengths and weaknesses

- Teaching of the oldest pupils is very good.
- Over three-quarters of the teaching was good or better.
- There are examples of good teaching in all classes.
- Teaching assistants provide good support and are used well.
- Learning is good because teachers make lessons relevant and interesting. This captures the pupils' enthusiasm and they are generally keen to work, though occasional unsatisfactory behaviour slows learning for some pupils.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (23%)	20 (57%)	7 (20%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The quality of teaching and learning is generally good throughout all the classes. It was very good in most of the lessons seen in the upper junior class. This reflects the very positive views of the parents and pupils, almost all of whom said that lessons were interesting. Whilst the overall judgement for the quality of teaching is the same as the last inspection, there has been an improvement because the proportion of good teaching is much higher than before and in addition, there is no unsatisfactory teaching. The good leadership and management in the school are having a positive effect on the quality of teaching because there are good arrangements to monitor and evaluate the quality of both teaching and learning and there are good plans to make any necessary improvements.
15. Teachers plan lessons well and invariably share the objectives of the lessons with pupils, which helps to give purpose to their learning. In the best lessons, teachers have high expectations of what the pupils will achieve and they set work to challenge and extend pupils of differing needs. These factors help to make lessons very effective because the pupils respond well to the challenges set. Teachers make very good use of interesting teaching methods and this helps to encourage the pupils' positive views about lessons. Relevant practical activities are presented in an engaging way and interest is frequently heightened by encouraging the pupils to work co-operatively, sometimes in pairs or larger groups. In addition, a positive approach and the good use of praise encourage pupils to have high aspirations as learners. Teachers also cleverly weave good links between subjects into their teaching. This helps learning to be more unified as well as developing the application of skills in language, literacy and numeracy.
16. Very good team work helps teaching assistants to make a valuable contribution to the quality of teaching and learning. This occurs both when they work with individuals and also with small groups, whether in the classroom or in other areas, including the ICT suite. Learning support staff play a particularly important role in helping to maintain the progress made by pupils with special educational needs.

17. On some occasions, some marginally unsatisfactory behaviour affects the quality of both the teaching and learning of some pupils. This is because teachers spend a disproportionate amount of time on managing the weak behaviour and this delays other pupils' learning.
18. Teachers' commitment to meeting the needs of all pupils is impressive. The opportunity of working with class teachers in small groups has contributed significantly to pupils' good learning. Teachers need to ensure that individual educational plans have consistently clear and measurable targets. In addition, training is needed for both teachers and support staff to acquire specific skills to meet the needs of a very small number of pupils. These include those that require the use of signing and symbols and also the few pupils that require learning to be provided in a multi-sensory way.
19. Teachers make good use of assessments as part of teaching and learning. All the pupils have targets for English and mathematics, and staff often refer to them to help to encourage pupils. Good questioning of pupils, particularly in the summing-up sessions at the end of lessons, helps teachers to pinpoint any aspects of the objectives that need additional emphasis or may need to be revised in the next lesson.

The curriculum

Curriculum provision throughout the school is satisfactory. It includes all required subjects of the national curriculum and it meets statutory requirements. The staff are well qualified and have a secure knowledge of the curriculum and the needs of pupils. The school meets the needs of all its pupils. Resources are generally satisfactory in almost all subjects though there is a dearth of equipment for science beyond that needed for the topics being studied in the current year.

Main strengths and weaknesses

- Pupils with special educational needs are well provided for.
- The curriculum for the children in the Reception Year is good.
- There are too few opportunities to enrich pupils' learning by making relevant visits and having visitors to the school.
- The curriculum provision for pupils' personal development is good.
- Too little time is spent on some of some subjects such as art and design, and design and technology.
- There is a good range of extra-curricular opportunities.

Commentary

20. The curriculum has improved since the last inspection in that the school now meets the requirements for ICT. Planning is much improved and nationally-recognised schemes of work are used for all subjects which ensures that coverage is at least adequate. The curriculum for the youngest pupils is now good and based firmly on the Early Learning Goals. It is well planned to meet their needs and provides a very good balance between sessions in which the pupils are guided by their teachers, and free play, where the pupils learn by making their own choices from a range of activities. There is a particular emphasis on the development of pupils' personal and communication skills to enable them to take a full part in lessons. In some subjects, such as English, the very good leadership of the curriculum has brought about significant improvements since the last inspection because the subject leader has helped to make good improvements. This is also the case with the teacher responsible for the leadership and provision of pupils with special educational needs.
21. The school provides well for pupils' personal development so that their behaviour is good and their attitudes are positive. This helps them to learn well. Personal, social and health education, which includes sex and relationships and drugs education for older pupils, is well provided for. The curriculum is taught through a good scheme of work which is well matched to the ages and understanding of the pupils in each year. It is well monitored by the co-ordinator.
22. The curriculum has been adapted well to meet the needs of pupils with special educational needs. Individual or small group work enables pupils to work with known teachers and support staff on focused areas of learning. Support within lessons is well targeted and good liaison with many outside agencies helps ensure that requirements on statements of special educational needs are met, for example, to enable pupils with sensory impairment equal access to the curriculum. This is achieved through the

good support that non-teaching staff provide and also by the careful arrangements teachers make to ensure that these pupils are included as much as possible. Staff are looking to improve their knowledge so that they can plan and improve the curriculum for a very small number of pupils with complex learning needs. Physical access to the curriculum for such pupils is good and the modern accommodation means that personal needs can be met with dignity.

23. Although all elements of the National Curriculum are covered, there is evidence to suggest that little time is spent on some of the creative subjects such as art and design, and design and technology. As a result, pupils' achievement in these subjects is limited. For example, although older pupils are learning basic practical art skills, they are unfamiliar with the work of many well-known artists and are unable to discuss the work of any artist in any depth. This limits their cultural development and they miss opportunities to explore the cultural heritage of their own society as well as the heritage of other cultures.
24. The school provides a good range of additional learning opportunities and clubs. These embrace a range of topics and include drama, music and sporting activities. Pupils respond enthusiastically to these activities, which are well attended. The school choir participates successfully in local music festivals and school teams are well represented in local tournaments. However, the school misses many opportunities to enrich pupils' learning by utilising the many readily available local resources. This is a particular weakness because it limits opportunities for the pupils to gain first-hand experiences or to develop a strong empathy for and understanding of the topic being studied. For example, when studying the local area in geography pupils did not visit the nearby beach. Furthermore, although there have been some visits by local artists and theatre group visits, much more could be done to enrich the curriculum by strengthening the contribution that visits and visitors can make.

Care, guidance and support

Very good provision is made for the care, welfare, health and safety of pupils. This is an improvement since the previous inspection where these aspects were good. Sound support and guidance is available for all pupils. The pupils have good involvement in the work of the school.

Main strengths and weaknesses

- There are very good relationships between staff and pupils.
- There are very good procedures to ensure pupils' health and safety.
- The school values all pupils and treats them as individuals.
- Pupils' personal development is monitored effectively.
- There is insufficient monitoring of pupils' achievements in science and ICT.
- Targets set in the individual education plans for pupils with special educational needs are not always well focused on specific needs and so pupils' progress is not capable of objective measurement.

Commentary

25. The school clearly values all pupils equally as individuals. Many children are already familiar with the school before they start because they have attended the playgroup held on site; this gives children the opportunity to get to know staff. They have the opportunity to visit the Reception class regularly and this provides an important part of the induction process before transferring to the Reception class. All members of the school community show care and concern for each other and adults working in the school know and value the pupils. This is partly to do with the good leadership and management of the school, because a very positive and inclusive ethos now pervades the school. The great majority of pupils feel there is someone they can go to for help and support and they say they feel secure and happy at school. Support staff and midday supervisors work alongside teachers so that all adults working in school make significant contributions to raising pupils' self-esteem and encouraging independence.
26. Great care is taken to ensure that all necessary health and safety procedures are established and followed. The buildings and grounds are checked regularly and appropriate records are kept. Staff are conversant with child protection procedures.
27. The school provides good support and guidance for pupils with special educational needs, although targets on individual education plans need to be written in a way that will enable the pupils' progress

towards them to be more closely measurable. Pupils know and trust adults and this is particularly effective in helping to ensure a common approach to pupils experiencing behavioural difficulties.

28. The achievements of all pupils are carefully tracked in English and mathematics as they move through the school. This enables the progress they make to be monitored and assessed by teachers, and is a factor in the improved standards attained in these subjects. However, this does not yet extend to science and ICT where the ongoing assessments of pupils' achievements are not rigorous enough and do not enable staff to identify future work. Pupils' personal and social development is monitored carefully and clear records are kept of their achievement.

Partnership with parents, other schools and the community

Links with parents are very good. The school and parents work co-operatively for the benefit of the pupils, and parents express a high degree of satisfaction with the school. This shows a very good improvement since the previous inspection. Links with the community are satisfactory. There are good links with other schools and colleges in the area.

Main strengths and weaknesses

- The confidence parents have in the school is reflected in the steadily rising numbers of pupils on roll.
- The school actively seeks and acts upon the views of parents.
- There are insufficient links with the local community, especially to enrich the curriculum.
- There is a seamless transition of children from the playgroup to school.

Commentary

29. This is an area in which there has been excellent improvement since the last inspection. Parents are now proud of Tregony School and they speak highly of it. It is apparent that mothers, fathers and carers are made welcome and to feel comfortable when bringing their children into the classroom or playground in the morning. Teachers, including the headteacher, are available daily to discuss concerns or celebrate success, and complaints are dealt with swiftly and effectively. This has a positive effect on the pupils' learning and achievement because parents and school work closely together to the benefit of all the pupils.
30. Informative newsletters are appreciated, especially early reminders about school closures or the availability of clubs. However, the school brochure is outdated and needs to be reviewed. Regular well-attended parents' evenings provide two-way information and good annual reports help inform parents about their children's academic and social development. Good liaison between the school and parents, including the sharing of individual education plans, helps the integration and good achievement of pupils with special educational needs.
31. Prior information about the curriculum enables parents to contribute artefacts and other materials to support learning. For example, parents send in family photographs or toys they have enjoyed to enhance history lessons. Several parents help in school or assist with after-school clubs. They support their children with homework tasks and regularly share with them the enjoyment of reading.
32. The large number of activities organised by the "Friends of Tregony" not only brings the school community together socially but also raises a significant amount of money to support the curriculum and resources of the school.
33. Staff from Truro College teach computing skills to local residents making use of the school's facilities. The community youth worker and police officer contribute to lessons and 'Ambassadors for Christ' regularly lead assemblies. However, the school makes insufficient use of its local community as a resource to enrich the curriculum. Provision for outside visits is a weakness and the school has yet to develop Internet links with areas around the world.
34. Links with other schools and colleges are good. There is joint use of the playing field with Roseland, the adjacent secondary school, and curricular links are increasing. More able pupils attend summer school sessions at Roseland School and pupils needing a consolidation of their skills enjoy a fortnight of activities prior to admission. Teachers and pupils on the Roseland peninsula meet for support,

training or sporting and musical events. There are very good arrangements for the transfer of children into the Reception class. This is due to the pre-school playgroup being held in a classroom that joins onto the Reception class. In addition, playgroup staff have a very good relationship with the teacher and other members of staff in the foundation stage.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Significant improvements in most aspects of leadership have played an important part in the raising standards since the last inspection.

Main strengths and weaknesses

- The headteacher provides good leadership and focuses well on raising standards and improving the quality of teaching and learning.
- Governors are effective and provide good support and challenge for the school.
- Subject leadership is good overall and in English, it is very good.
- The school is well managed and runs smoothly and efficiently.

Commentary

35. Strong leadership and management have played a significant part in the overall improvements in the school and, in particular, raising the pupils' achievements.
36. The headteacher provides good leadership. This is an improvement since the last inspection when there were a number of weaknesses and parents reported a number of concerns. All the weaknesses have been rectified and parents are now very supportive of the school and have no undue concerns about how the school is run. The headteacher has a very clear vision of how the school should develop. He is very committed to inclusion, ensuring that all members of the school community, including the pupils, have a voice in how the school is led and managed. In addition, the school has excellent arrangements for managing the inclusion of pupils with special educational needs. Parents of these pupils commented very favourably on how the school ensured that their children were included in all activities. This is partly achieved through the ethos of caring support that permeates the school, and it also stems from the headteacher's vision of meeting the needs of all pupils.
37. Although improvements are wide-ranging, the two pivotal features are the focus on the raising of standards and the delegation of responsibility to other members of staff. Alongside this, the school's strategic plan is now good. Clear priorities are identified for the whole school and also for English, mathematics, science and ICT, and the plan is a useful improvement tool. Relationships are very good. There is a very caring atmosphere and the whole staff work very well together with a strong sense of purpose. The newly-appointed assistant headteacher provides good leadership. Subject leadership is good overall and it is very good in English. This too has helped to raise standards and to improve the quality of teaching and learning.
38. The headteacher has introduced good systems for evaluating the quality of teaching and learning. Following support from the Cornwall Local Education Authority, effective use is made of the wide range of monitoring and evaluation information, and actions for improvement are planned on good and rigorous analyses of data. This is particularly the case for the wide range of "catch-up" programmes in English and mathematics which play an important role in the improvement in standards in the Year 6 tests and also the very good arrangements for releasing teachers to support pupils that have special educational needs. This clear focus is helped by good arrangements for performance management. These are well organised, with targets based on the priorities in the school's improvement plan.
39. Governance of the school is good. This too is an improvement since the last inspection. Governors are very committed and supportive of the school. The governing body is well-organised and good systems enable governors to obtain a thorough understanding of the school's strengths and areas for development. Their analytic and rigorous evaluations of the school's current position are supported by their direct observations of teaching and learning. Governors challenge suggestions made by senior staff and this helps to clarify thinking and assist in decision-making.
40. There have been significant improvements in the financial management of the school. There are now good plans in place to ensure that the budget is effectively and efficiently managed. This is achieved

through the regular print-outs of the school's current financial situation. These are regularly checked by both the head and the governors' finance committee. Financial planning is very good, with the budget being clearly set to ensure that the school's current and future planned priorities are considered with care.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	332,968
Total expenditure	329,118
Expenditure per pupil	2,913

Balances (£)	
Balance from previous year	35,877
Balance carried forward to the next	17,034

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in the Reception class is good and the effective provision reported in the last inspection has been maintained. Children enter the Reception class with broadly average attainment in all areas of learning. Assessments show that most children are achieving well and, by the time they leave to join Year 1, they are likely to have reached the expected standards in all the prescribed areas of learning and many will have exceeded the Early Learning Goals.¹ The children achieve well because the curriculum is very well planned, and the teaching is good. The leadership of the Foundation Stage is good. The classroom learning assistant provides good support because she is very well briefed and contributes very good ideas of her own to help children to learn. The teaching time is well organised. A good range of resources has been built up over time to stimulate children's learning, although a shortage of large outdoor toys, particularly wheeled ones, limits children's physical development. There are very effective systems to record children's achievements, monitoring and tracking their individual learning. This helps in the very early identification of children who may have special educational needs and is a factor in these children's good achievements. However, there is some unnecessary duplication involved in the recording procedures used and, for greater efficiency and better use of time, this should be reduced.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well and become self-confident because of the good organisation, well-established daily routines, caring relationships and high expectations of good behaviour.
- Adults provide good role models.

Commentary

42. Nearly all the children enter the class having had some form of pre-school experience. Their good achievement in this area of learning leads most children to achieve the required early learning goals before they reach Year 1. This is due to the good teaching and learning in this area. Children are learning to relate to one another and daily routines are well established. A good variety of activities is provided which ensure that the children are purposefully employed and enable them to move confidently from task to task. During the inspection, there was a good emphasis on children working co-operatively. This was evident after a literacy session in which '*Going on a Bear Hunt*' was read. Some pupils were jointly planning a map for the '*Bear Hunt*' to follow, and another was selecting musical instruments make sounds illustrating the terrain through which the hunt moved. The adults worked constructively with the children, helping them to take turns and encouraging sharing and discussion. The way in which adults talk with, and show respect for the children sets a good example. Children make good progress and by the time they move into Year 1, they are likely to have exceeded the standards expected.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

¹ The 'Early Learning Goals' for children under five refer to personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

- The teacher plans and organise activities well so that children can practise and develop their speaking, listening, early reading and writing skills.
- The teaching of children in small groups for short guided-reading sessions is inspiring a love of books and an enjoyment of words.

Commentary

43. The overall quality of provision in this area is good. Children's listening skills are developed quickly as adults talk to them and use simple questioning techniques to encourage response. The children are confident speakers and both their enunciation and vocabulary are good for their age. This learning is consolidated well and role-play is used constructively in the home corner and very well in 'The Office'. This area has been carefully set up so that pupils can practise early writing skills, hold 'telephone' conversations and consolidate simple everyday vocabulary and word recognition. Everything is appropriately labelled and this provides further encouragement for the children to mark-make and read. There are several opportunities for children to practise early reading, writing and mark-making. Initial letters are taught well, together with their sounds. A good range of tasks and resources enables children to practise these. Learning is generally effective because the quality of support ensures that children remain on task when they are part of the focus activity being led by the teacher or assistant.
44. There is a good range of books in the classroom and pupils enjoy stories and rhymes, joining in with familiar words that they recognise. The display of words around the room encourages children to sound words out for themselves. Teachers teach children in small groups and guide them through simple books, well matched to their abilities. Where appropriate, pupils enjoy the challenges of learning to sound out simple words and of finding others with similar endings. They enjoy looking at and discussing the pictures and the staff ask good open-ended questions which enable them to check what the children have learned. Children achieve well overall and by the time they move into Year 1, it is likely that nearly all will have met the Early Learning Goals in this area and some will have exceeded them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Strong emphasis is placed on developing children's mathematical language by incorporating it into many other activities.
- The teacher uses a good range of strategies to help pupils understand what they are learning.

Commentary

45. Teaching is good overall. Well-planned whole-class and group activities ensure that the breadth of mathematical development is covered. Children achieve well and they are in line to attain, and many to exceed the Early Learning Goals by the time they move into Year 1. Adults working with the children emphasise counting skills whenever possible and number rhymes are frequently used, making mathematical development fun. All children can confidently identify and work with numbers to five and higher-achieving children can order jumbled-up numbers correctly to 20. Children are encouraged to use a variety of equipment, including number lines, to reinforce learning. Adults support learning well by questioning the children while they are engaged in a variety of tasks, constantly encouraging the development of mathematical language and understanding.
46. The class teacher carefully plans challenging activities that enable children to understand fully what they are learning. Tasks set after the whole class talk by the teacher are well matched to children's capabilities. For example, in a session looking at two- and three-dimensional shapes, higher-attaining pupils were given a range of shapes, together with pictures taken from different angles, so that the children had to look very carefully at the shapes in order to place them correctly against the pictures. This was a challenging and absorbing activity. Lower-attaining pupils were working in the hall with the learning assistant and were discovering, through questioning, the properties of familiar shapes, such as circles, triangles, squares and rectangles. By moving to an appropriately labelled hoop in response to each question, the child eventually came to the name of the shape he or she was holding. Children

make good progress through the Reception class and are well on track to achieve the expected goals by the time they move to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The teacher's very good planning and organisation ensures that this wide area of learning is thoroughly covered.

Commentary

47. Children have many opportunities to learn about the world around them and their achievements lead them to meet the required learning goals in this area. The teaching in this area is good and enables them to learn effectively. They learn to use the computer as soon as they enter school and have many opportunities to improve their manipulation and use of the mouse. For example, most children can use the mouse to click on and drag the letters of their name, putting them in the right order. There is usually a program for the children to use which ties in with the numeracy or literacy focus for the day. The staff are watchful and ensure that all children have turns so that they can make progress. The good range of construction toys provides sound opportunities for children to use their own ideas for building. Children learn about Christianity and other faiths. A joint venture between the playgroup, the Reception class and Years 1 and 2 led to a successful celebration of Divali.

PHYSICAL DEVELOPMENT

48. There is insufficient evidence to make an overall judgement about provision and standards in this area. There is a good range of resources and suitable opportunities to use them. Every day, children have the opportunity to practise using resources such as paintbrushes, scissors, jig-saws and small construction toys. These help them develop fine control and co-ordination and children are helped to hold pencils correctly. There are regular outdoor sessions in the secure play area. However, there are not enough large toys of all kinds for the children to develop their confidence and large co-ordination skills and muscle control. Although they share some with the playgroup, these are unsuitable as they are too small and not sturdy enough for Reception-age children.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities is planned to provide the children with good opportunities to explore and experiment.

Commentary

49. Each day, children in the Reception class experience a wide range of activities, many of which provide good opportunities for them to use their imagination in a variety of ways. Children are likely to achieve the required standards in this area before they move into Year 1. This is because the provision, including the teaching, is good. Paint and play equipment are available and there are areas for role-play, including a home corner and 'The Office', which give children the chance to use their imaginations to the full. Specifically-planned activities, such as learning a song about 'Brown Bear' enabled the adults to engage with the children. This helped the children as they explored a range of instruments and actions to go with the song. The staff also ensured that the children moved in such a way as to depict the snow. The children enjoyed learning the song and incorporated a range of appropriate effects into the music, using a range of non-pitched percussion instruments which they played gently - reflecting the softness and peaceful mood of the music. They sang tunefully with a sound sense of rhythm and participated enthusiastically.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The standard of work of pupils in Year 6 is above the national expectation and they are achieving well.
- Pupils in Year 2 achieve well in reading, speaking and listening and their attainment is above the national expectation in these areas.
- Pupils with special educational needs achieve well because of the focused help they receive.
- The teaching of handwriting and spelling are not linked closely enough and sometimes the time spent on these activities could be used more effectively.
- Very good assessment procedures help to involve pupils in their own learning.

Commentary

50. The attainment of seven-year-olds has been close to the national average in reading but a little below this standard in writing. By the end of Year 6, attainment in English is above the national average both in comparison with all schools nationally and with similar schools. Currently, standards in Year 2 are above national expectations in speaking, listening and reading and in line with those seen nationally in writing, with pupils achieving well in each area. Pupils in Year 6 attain above average standards in reading and writing and standards are well above average in speaking and listening. Their achievement is good in all areas. The improvement in standards since the last inspection is due to the improved quality of teaching and learning and the good emphasis on raising attainment throughout the school. These improvements have been guided by the very good leadership that the co-ordinator provides. The achievement of pupils with special educational needs is generally good throughout the school, though there are some cases where these pupils' progress is limited because individual education plans do not have clear targets for improvement.
51. Over time, there has been almost no difference in the standards attained by boys and girls except in writing, in Year 2, where boys' results are stronger than those of the girls. Currently it is the reverse. This is mainly because the girls in the present cohort are significantly older than the boys.

52. Standards attained in speaking and listening are above the national expectation in Year 2 and well above expectations in Year 6, and pupils achieve very well. This is a particular strength of the school. All adults provide very good role-models and this is reflected in the courtesy with which pupils address each other and adults. Teachers have developed pupils' vocabularies well and by Year 6, the mature and confident ease with which boys and girls speak to one another and to adults is impressive. They justify their reasoning, display humour and listen to one another with respect.
53. Standards in reading are above average at the end of Years 2 and 6 and pupils achieve well. Younger pupils use their good knowledge of sounds to help them break down words. They show fluency and understanding as they read work sheets or stories. Good resources, including a well-stocked library and carefully selected group-reading books, help motivate boys and girls equally as they move through the school. Pupils read expressively and are able to discuss characters and story line. By Year 4, they use higher-order reading skills such as scanning text for information. By the end of Year 6, they are skilled, fluent and knowledgeable readers. Pupils with special educational needs also make good progress in reading throughout the school. This is due to the good and focused support they both in classes and withdrawal groups.
54. Standards in writing are average in Year 2 and above average by the time pupils reach Year 6. This is due to a number of factors. First, the school's focus on improving writing has brought better standards. Second, the booster arrangements in English have had a positive effect on standards, and third the good teaching of English.
55. Pupils achieve well, and enjoy writing for a range of purposes. *'First, before you do anything, wash your hands,'* advises a Year 2 pupil writing a recipe for sweet-making. There are indications that the school's current focus on improving writing in Years 1 and 2 is having some impact. This is because the teaching and learning are well focused and teachers take care to ensure that the work is well pitched to meet the pupils' needs. In Year 2, pupils spell many common words correctly. However, standards in handwriting and spelling are barely in line with national expectations and there needs to be a closer link made between the regular use of cursive handwriting and spelling to help improve both skills. By the end of Year 4, pupils are using their vocabulary to make work interesting. *'In the embalmer's workshop the body's internal organs are removed and dried with oils,'* wrote one interested young historian. Tasks are well matched to pupils' ability levels so pupils maintain interest and develop high self-esteem. By Year 6, all pupils are able to communicate their ideas in writing. The writing of more able boys and girls is sophisticated, with generally accurate spelling and punctuation.
56. Teaching and learning are good, with some very good lessons seen. Teachers plan lessons well and in the best lessons it was exemplary. In these lessons, teachers are skilled at making sure all the pupils enjoy writing. In one very good lesson, the oldest pupils read aloud a football commentary with enthusiastic good humour, then re-wrote it, comparing spoken with written English. Progress in this lesson was very good and the pupils thoroughly enjoyed the lesson. Teachers ensure that the work is well matched to the pupils' abilities. This aids learning because it helps pupils to remain interested in their work. The learning support and teaching of pupils with special educational needs is a strength and these pupils generally make good progress in line with their educational plans. However, on occasion, the targets set are not specific and clear enough to ensure effective monitoring of progress.
57. The school has some pupils on roll that have sensory impairment and others with complex learning difficulties. These pupils' needs are generally well met. However, staff are well aware that they have had too little training in meeting all the learning needs of the pupils with the most profound educational needs.
58. The leadership and management of English are very good. The co-ordinator has established a very good process for the regular monitoring of teaching and learning. In addition, she regularly monitors teachers' planning and makes helpful suggestions for improvements. Thorough analysis of test results, tracking of pupils progress both in reading and writing throughout the school, and the involvement of pupils in setting and monitoring their targets have contributed to very good overall assessment. This has been an important factor in the school's improving standards. The co-ordinator has a clear overview of the subject and the costed action plan for improvement is challenging and achievable. Improvement since the last inspection is good and the subject contributes well to pupils' spiritual, moral, social and cultural development.

Language and literacy across the curriculum

59. Careful planning has ensured that many areas of the curriculum contribute significantly to improving language and literacy skills. The focus on subject-specific language has widened pupils' vocabulary and the many good opportunities for discussion and debate have ensured that by Year 6, they are confident and competent communicators. Pupils have many opportunities to read aloud and make use of reference materials. There is a wide range of good examples of pupils' writing for a range of purposes. This includes the reporting of science experiments and explanations of graphs and charts in mathematics. There are a number of examples of extended writing in geography, history and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- In comparison with all schools nationally and similar schools, standards in Year 6 are well above average and the pupils achieve well.
- Teaching and learning are good and they are particularly good in the Year 6 class.
- There is a good emphasis on mathematical investigations.
- There is not enough use made of ICT.
- Good marking provides helpful guidance for pupils.

Commentary

60. In comparison with all schools, standards in the national tests for mathematics are in line with the national average for Year 2 pupils. In the tests for 11-year-olds, standards are well above average both in comparison with all schools in England and similar schools. Over one-third of pupils gained the higher level in these tests in 2002 and in 2003. Over the last three years, there has been a steady improvement in Year 6 standards and they have been consistently well above average. This shows a significant improvement since the last inspection where standards were average. Pupils in Years 3 to 6 now achieve well and pupils with special educational needs make good progress in their learning and achieve particularly well. Standards have improved for 11-year-olds partly because of the very good arrangements for boosting achievement in mathematics by employing an additional teacher. The quality of teaching in the junior classes is always good and sometimes very good and this is a further factor contributing to the pupils' good achievement.
61. Pupils enter the school with average mathematical ability. They make steady progress through Years 1 and 2 where the curriculum for mathematics is broad and appropriately practical. They achieve satisfactorily in all areas of mathematics though their progress in measures, particularly in measuring capacity, is more limited. Pupils generally work at the levels expected and teachers make sure that their planning matches the objectives set by the National Numeracy Strategy for each year. As they move through the three junior classes, pupils thrive on the solid mathematics teaching. Teaching and learning in the middle junior class is good and the pupils are particularly adept at mental calculation, for example when using closely related number facts such as 19 and 20 to multiply and divide. In the upper junior class, achievement is very good because the teaching is particularly effective. These pupils' mental calculation skills are well above average, with almost all pupils already achieving the national expectation for pupils at the end of Year 6. Pupils are able to calculate quickly and accurately and their very good speaking and listening skills enable them to be precise when explaining the strategies they use for calculating the correct answers. In this lesson, the pupils achieved well because the teaching was very good and the pupils listened very carefully to the teacher and to other pupils, and they supported each other very effectively.
62. The quality of teaching and learning is satisfactory in the infant classes and good in the junior classes. Teachers plan their work well; throughout the school, very good use is made of mathematical resources and all the teachers are effective in their questioning skills. Pupils with special educational needs make good progress, partly because they receive very good support from the teaching assistants and partly because the teachers make sure that the work is pitched at just the right level to meet their needs. The quality of teachers' marking in mathematics is particularly good throughout the school. Teachers make

sure that pupils are given a clear understanding of what they need to do to improve and also to meet the targets that all pupils have. This too helps to boost the pupils' achievement.

63. The good quality of the curriculum plays an important part in the school's improving standards. The emphasis placed on practical and investigative work aids learning because it makes mathematics relevant and helps to stimulate pupils' interest. This is an improvement since the last inspection when teachers depended too much on published mathematics schemes. This is not now the case. The National Numeracy Strategy planning suggestions have been fully implemented and, where adaptations have been made to meet the needs of Tregony pupils, achievement is good.
64. The leadership and management of mathematics are good. There have been improvements in the monitoring of teaching and learning through observation of teaching, reviewing planning and pupils' work. Good support from the LEA mathematics consultant has supported the subject leader in devising good processes for analysing the various mathematics tests that are undertaken and also to put into place good systems for tracking pupils' mathematics progress as they move through the school. These factors, too, have been a positive influence on the improvement of standards to the current well above average levels. However, more opportunity needs to be provided for pupils to make use of ICT in mathematics. In the few cases where ICT is used, pupils enjoy the work and they make good progress.

Mathematics across the curriculum

65. There is effective use of mathematics in many subjects. Particularly good use is made in science. For example, in the middle junior class, pupils were taught to measure carefully water when undertaking investigations into how much air was contained in different types of soils. Pupils recognised how important it was to be accurate in their measurement as they realised that this was key to making the investigation fair. As a result, because there was a direct relevance to the measuring activity, pupils learned well. Charts and graphs are used well in geography lessons, for example when undertaking work on co-ordinates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- At age 11, pupils' attainment is above average in comparison with all schools and their achievement is good, with the oldest pupils in the school achieving particularly well.
- Teaching and learning are good throughout the school.
- There has been a significant improvement in attainment in national tests since the last inspection.
- There are too few resources.
- The assessment of pupils' progress is not rigorous enough.
- There is a good emphasis placed on investigative science.

Commentary

66. In 2003, teachers assessed the attainment of that Year 2 as being below the national average. However, current inspection evidence is that the attainment of pupils in the current Year 2 class is at least in line with expectations and they achieve well.
67. There has been a significant improvement in the test results for 11-year-olds for three of the past four years, though attainment dipped in the 2003 tests. This is an improvement since the last inspection, when standards were about average and progress in learning was satisfactory. In the 2003 tests for 11-year-olds, standards attained were in line with the national average both in comparison with all schools nationally and with similar schools. At the time of this inspection, less than half-way through the school year, a large majority of the current Year 6 pupils were already reaching the standards expected by the end of the school year. In the junior classes, both girls and boys do well. The above average standards and good achievement are the results of the good provision. Pupils with special educational needs make good progress in their learning because the work is made practical, interesting and relevant.

68. The quality of teaching is good. Teachers plan well to make sure that there is a very good emphasis placed on investigative science. This helps to capture the pupils' interest and, through the well-pitched practical activities set, it also enables the pupils to collaborate well. This helps to quicken progress in learning. The teaching was good, for example in a Year 2 lesson where the pupils were learning that different materials could be used to make the same object. This was part of a well-planned sequence of lessons concerning the properties of different materials and the teacher made the work motivating. The pupils learned well and thoroughly enjoyed finding out whether a range of balls made from materials such as foam, plastic and rubber would bounce and move in the same way. The ensuing investigation helped the pupils to understand the importance of scientific fairness in coming to conclusions. They quickly realised that it was important to make sure that the balls were dropped from the same height and onto a similar surface in order to test their bounce. The pupils found that their predictions were not always accurate and this too contributed to their good learning and achievement in the lesson. The teacher used good scientific vocabulary which was adopted successfully by the pupils when they were conducting their investigations. The development of good scientific vocabulary is a characteristic of all the science teaching in the school.
69. There are two weaknesses. A major review of resources in the past months has meant that much outdated material has been removed. Whilst the co-ordinator has been careful to ensure that there are enough resources to provide for the topics planned in the next term, the paucity of general resources for science seriously limits opportunities for broadening beyond the planned work. The co-ordinator is keenly aware of this and there are plans to remedy the weakness. There is also a need to strengthen the assessment of pupils' achievements in science. There has been too little recent opportunity for teachers to check their interpretations of the levels set out in the National Curriculum. This is a particular weakness in respect of investigative science because the scientific processes need to be accurately evaluated in order to make sure that the work becomes increasingly challenging as pupils become older. It is probable that this weakness has led to some erroneous teachers' assessments and inaccurate reporting of results for seven-year-olds.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards for 11-year-olds are below the nationally expected levels.
- The quality of teaching and learning in lessons is very good.
- Teachers' understanding of aspects of the subject needs to be strengthened.
- Too little use is made of ICT across the curriculum.

Commentary

70. Standards for seven-year-olds are in line with those expected nationally, but below the expected level in the junior classes. However, in lessons in both the infant and junior classes, pupils progress quickly in their learning and they achieve well. The attainment of 11-year-olds is below expectations because it is only recently that the full range of the curriculum has been put in place and this means that the pupils' knowledge and skills are limited.
71. Pupils make a good start in learning. They achieve well in the infant stage and by the time they are seven, their attainment is in line with that expected nationally. Year 2 pupils thoroughly enjoyed programming a machine to roam across the floor. They knew how to give instructions to the machine to control its movements and were accurate and precise in noting down commands in order that they could repeat the movements later. With support, they were able to use these skills in the computer suite, where they transferred the control instructions by entering the data into the computer. Pupils were delighted when they found that their predictions of movements were accurate.
72. Year 4 and 5 pupils also achieve well. In one lesson, they were learning how to control the flashing of a panda lights on a simulated road crossing. They were able to list the instructions by developing a flowchart which had a range of symbols to represent actions and they were skilful in writing out their own charts to map the required actions and quickly adopting the correct language. The Year 6 pupils were working on a similar programme at a more sophisticated level and they talked enthusiastically

about their work. However, their overall attainment is limited because they have not had the opportunity in the past to learn about control and modelling. In addition, there are too few opportunities for the pupils to make use of ICT in other lessons and this too adversely affects the standards attained. As a consequence, although the most able Year 6 pupils are enthusiastic about using ICT as a tool for learning and know how to make good use of the Internet when learning about biographies, they have little knowledge about how to make interesting presentations.

73. Teaching and learning were very good in the lessons seen. Teachers are enthusiastic about the subject and were skilled and knowledgeable. Their work is well planned and, because it is interesting, it captures the pupils' imagination and thereby encourages their enthusiasm for ICT. Each of the three lessons seen, including one taught by a teaching assistant, was challenging with high expectations of what could be achieved. Pupils completed the tasks well and showed a thirst for more.
74. Leadership of the subject is good. The subject co-ordinator has a very clear vision for the development of the subject. She is keenly aware of the need to ensure that the full curriculum is systematically built up through the whole school and has a clear recognition that standards need to be improved. She is also aware that all the staff need to be sufficiently well trained to have the confidence and skills to ensure that standards are raised. In addition, she is aware that more work needs to be done in assessing and recording pupils' achievements in ICT.

Information and communication technology across the curriculum

75. There are a few isolated examples of ICT being used well to support the pupils' learning across the curriculum. This includes use of the Internet to provide information for history, geography and religious education and also the development of charts and graphs for science and mathematics. In addition, word-processing is used, though only in a limited way. However, there is far too little systematic use made of ICT to support learning across the curriculum.

HUMANITIES

Provision for **history** and **geography** is **satisfactory**. Work was sampled in **religious education** because only one lesson was taught during the inspection.

Main strengths and weaknesses

- Insufficient use of the local area and too few links with areas further afield narrow the curriculum and restrict pupils' achievements.
- The religious education curriculum is good: work in pupil's books indicates their attainment is above national and local expectations and they achieve well.
- Pupils enjoy history and geography and work hard.
- Humanities contribute very positively to the development of pupils' language and literacy.

Commentary

76. In geography at the end of Years 2 and 6, and in history at the end of Year 6, pupils reach standards of attainment expected nationally. There is insufficient evidence to make judgements about standards of attainment in history in Year 2. Achievement is satisfactory overall.
77. In **geography** in Years 1 and 2, pupils understand that rooms and buildings are designed for different purposes and can suggest ways to improve them. Pupils in Years 5 and 6 develop the relevant vocabulary to describe geographical features and show a good understanding of maps of different scale. In history, they have a good knowledge of chronology and explain how we can learn about the past from a wide range of sources.
78. In geography, the quality of teaching and learning is good for pupils in Years 1 and 2 and very good for pupils in Years 5 and 6. Common features are warm and positive relationships and the good planning for pupils of differing abilities, including good use of support staff to enable all pupils to succeed. However, too much time is allocated for some lessons, particularly for the younger pupils.

79. Teaching and learning were good in the two **history** lessons seen. As in geography, the lessons contributed significantly to developing precise language and improving skills in literacy. Pupils in Years 3 and 4 asked good questions to try to guess the purpose of a range of artefacts. *'I feel tingly inside,'* said one pupil with some awe as she held a Greek artefact with care. *'Sometimes there are three sides to a story,'* said a Year 5 pupil, *'someone might be trying to trick both sides,'* as he and his peers compared reports of the Trojan horse from a range of sources. In discussion, the oldest pupils displayed a mature attitude to their work. They spoke with empathy of Greek babies left to die if they were disabled and they agreed with the Athenians that thinking is better than fighting.
80. Not enough use is made of opportunities available in the local area to raise achievement further, for example by field trips to nearby rivers or coasts. Insufficient use is made of the Internet to enable pupils to compare their life in Tregony with that in other areas.
81. Leadership and management of humanities and religious education are good, with the co-ordinator monitoring teachers' planning and pupils' work. Resources are good, especially in history, and the loan service is used very effectively. Assessment is satisfactory. Progress since the last inspection is good although there is still significant room for improvement in planning to broaden the curriculum by visits and links with other areas. However, their developing knowledge of Ancient Greece and Athens and their growing understanding of how words originated contribute well to spiritual, moral, social and cultural development. Work in religious education makes a particularly strong contribution in each of these areas.
82. In **religious education**, the work is carefully planned and meets both the statutory requirements and those in the locally-agreed syllabus. In the lesson seen, pupils achieved well and their attainment was above nationally expected levels. Reviews of the work and discussions with 11-year-olds show that they have very good levels of understanding of religious education and particularly well-developed knowledge of the faiths studied in the junior classes. They could recount the story of the Creation with enthusiasm and excellent understanding. They were able to discuss the story of Adam and Eve with maturity and they had a good appreciation of the Bible story and its importance. The higher-attaining pupils were able to talk about other theories relating to the creation of the earth and to express their own beliefs with great perception and astuteness. In addition, they could recall accurately work previously undertaken on Sikhism and Judaism and had a very good understanding of the importance of symbols in each of these religions and also in Christianity. Pupils willingly discuss feelings and show a keen appreciation of the needs of others. The religious education curriculum provides very good support in promoting pupils spiritual, moral and social development. In addition, pupils gain a very good understanding of the various cultures present in Britain through their studies of other religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was observed in **art and design**, two in **physical education** and none in **design and technology**. As a result, it is not possible to make firm judgements about provision. However, pupils' work was examined carefully and inspectors held discussions with them about what they had learned in both these subjects. In the last inspection, no judgements were made as to standards in any of the subjects because of the limited work available. Although some work was available on this occasion, too little time is spent on both subjects and there are few chances for enrichment. For example, there have been no visiting artists to the school or visits to museums and galleries to observe the work of famous artists.

Commentary

83. From the limited amount of work observed around the school, standards in **art and design** are broadly in line with what is expected both at Year 2 and Year 6, and pupils are taught to work with a reasonable range of materials and media. However, Year 6 pupils had limited knowledge about famous artists and could name only Vincent Van Gogh and Leonardo da Vinci. Although pupils in Year 3 had looked at works of art by Chagall and Magritte before creating their own pictures, this was the only direct evidence of pupils having experienced the work of famous artists. The limited amount of work displayed and in pupils' sketchbooks indicates that not enough time is allocated to art and design during the year. When pupils have the opportunity, they respond enthusiastically. In the Year 6 ceramics lesson observed, pupils discussed a range of ceramics with the teacher, paying special attention to the qualities of texture, shape and form. A good variety of artefacts was provided. This enabled them to go

on and design their own pots, thinking about the purpose for which they were intended. Sketches were of good quality and pupils were able to evaluate and amend their work well.

84. Standards in **design and technology** are broadly in line with those expected at the end of Years 2 and 6. There is a sound, although limited, coverage of the curriculum, with classes appropriately learning the full design process. However, there was very little work to be seen and Year 6 pupils had only limited recall about projects they had carried out. For instance, they made nativity figures this year and last year designed and made their own hats, but were able to provide only sketchy information about either. Pupils in Years 3 and 4 had designed and made attractive boxes in which to 'catch their dreams'. They had measured and decorated these carefully and learned simple methods of joining paper and card. Pupils in Years 4 and 5 had made purses. These showed thorough knowledge of the designing and making process and pupils had clearly evaluated their final work.
85. Two lessons were observed in **physical education**. Discussion with the co-ordinator, the very good range of clubs and out-of-school opportunities for sport, good resources and accommodation, and the success of teams suggest that provision is at least good.
86. The provision of a broad and balanced physical education curriculum and the wide range of opportunities offered outside the school day contribute to pupils' enthusiasm and to the success which they achieve. Regular use of a local leisure centre means that all pupils swim 25 metres by Year 6, with the majority swimming much further. More able pupils achieve water safety awards and several pupils swim for the local club. Input from a specialist teacher from St. Austell has improved confidence in teaching gymnastics which the school had identified as a weakness. Each class plays a wide variety of games, according to the season. Boys and girls of all abilities enjoy football, netball, mini-rugby, cricket and basketball after school. Those who enjoy competitive sport have achieved considerable success. The football team are the current holders of three trophies and the six-a-side team are in the county finals. The netball team are currently runners-up in the local area competition and the athletics team are local champions. Good cross-curricular links mean that performance in dance can be celebrated during school performances. It is not surprising that the school is applying for Acitvemark status.
87. Teaching and learning were satisfactory in one lesson and very good in a lesson taught by the co-ordinator. Where teaching and learning were very good, pupils were clear about expectations and they co-operated purposefully to produce sequences of high quality. Their performance improved after identifying strengths and weaknesses in each other's work. There is some specialist teaching by the co-ordinator in the upper infant class from which these pupils benefit.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of the curriculum is good.
- The quality of teaching and learning is good.
- Standards are above national expectations for both Year 2 and Year 6.
- Pupils are enthusiastic, many are talented and they enjoy lessons and achieve well.
- There is a good range of activities to enrich the teaching of music.
- There is little use of ICT in music.

Commentary

88. By the end of Years 2 and 6, standards in music exceed those expected nationally. Pupils make good progress and achieve well. They have plenty of opportunities to appraise and perform music. The school has recently employed a commercial scheme which ensures full coverage of the curriculum and provides good support for teachers who are non-specialists. The pupils gain great enjoyment from its use because they listen and concentrate well. This contributes well to their learning.
89. Pupils in Year 6 enjoyed learning and building up a performance of a new song. The teacher used a commercial scheme effectively to provide musical backing to the pupils' work. They listened carefully to a relatively complicated song. Having discussed the way the music was constructed, the pupils

practised each singing part, putting the two together successfully. They showed an excellent sense of rhythm, good clear intonation and very good pitch and tone. They used both pitched and non-pitched percussion instruments sensibly. They carefully followed the score, practised it and tried hard to memorise it for a final performance. By the end of the lesson, pupils could sing and play simultaneously to a good standard, considering the limited time available to practise.

90. The quality of the teaching and learning is good. Lessons are well structured. Pupils listen well to extracts of music and everyone is fully included. Pupils take part enthusiastically and make good progress, achieving well. Pupils in Year 2 responded very well to the song '*Six little Ducks*' and the music of '*Jazzyquacks*'. They discussed sensibly whether the notes they were listening to were descending in steps or were repeated. They were able to demonstrate both by playing percussion instruments using either repeating notes or A, G or F. The teacher challenged them to suggest other ways in which they could indicate that the notes were descending or repeated and pupils came up with an appropriate sequence of hand movements. Throughout the lesson, the teacher re-inforced and checked on pupils' learning through skilful questioning. There was good learning in this lesson because pupils remained well focused on what they were doing and the teacher's classroom organisation and behaviour management were good. The quality of singing and sense of rhythm in this class was good.
91. The music programme has appropriate cross-curricular links and the programme is providing pupils with a rich diet of musical opportunities. This supports their learning and achievement. There are many good activities to support the teaching of music. The school has recorder clubs, a choir and an instrumental ensemble with flute, clarinet and violin. Pupils have the opportunity to perform in a range of festivals and productions as well as taking part in school events such as harvest festivals and school productions. However, the school makes little use of ICT to support its work in music and has no access to software programs which would enable pupils to use the computer to help them create their own compositions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Due to timetabling, no judgement can be made on the overall quality of teaching and learning or the standards achieved in personal, social and health education or on provision for citizenship. Lessons in these areas are programmed throughout the school, based on the plans of a good quality commercial scheme. These ensure that good opportunities are provided for pupils to discuss a variety of relevant issues. An appropriate policy is in place which includes sex and relationships education for older pupils. Outside agencies, such as the Community Youth Liaison Service, help develop older pupils' awareness of the dangers of drugs. Pupils in Years 3 to 5 have discussed wider world issues, such as famine and disease, giving them a chance to explore a range of moral dilemmas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).