

Tregony Community Primary School

Inspection report

Unique Reference Number	111874
Local Authority	Cornwall
Inspection number	310710
Inspection date	6 February 2008
Reporting inspector	Martin Kerly

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	124
Appropriate authority	The governing body
Chair	Kevin Gray-Roberts
Headteacher	Mark Weir
Date of previous school inspection	1 January 2004
School address	Back Lane Tregony Truro TR2 5RP
Telephone number	01872 530643
Fax number	01872 530643

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Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following:

the recent and current progress being made by pupils of all abilities and any variations between different groups

trends and consistency in the quality of teaching

evidence of examples of outstanding features in pupils' personal development and the care, guidance and support they receive

the school's capacity to manage change and improve further. Evidence was gathered from observations around the school, discussions with pupils, staff and governors, questionnaires received from parents and analyses of the school's working documents. Other aspects of the school were not inspected in detail.

Description of the school

The school is smaller than average. Although the number of pupils has decreased slightly, the number of classes was increased at the beginning of this school year from four to five, with a maximum of two year groups in any one class and a single year group for pupils in Year 6. Pupils come from families living in a rural area with a very wide range of socio-economic circumstances. Almost all pupils are White British. None is at an early stage of learning English as an additional language. The attainment of pupils on entry is exceptionally varied. In recent years, it has been a little above that expected of pupils of this age. The proportion of pupils with learning difficulties and/or disabilities is well below the national average but the proportion of pupils with statements of special educational need is significantly higher than average. The headteacher was appointed in 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This satisfactory school has stabilised and started to improve after a period when some aspects declined. It is now in a much better position to move forward, thanks to the commitment and energy of the headteacher. It has some good and a few outstanding features, and is starting to address several important aspects in need of improvement. Within the good care, guidance and support, the school provides exceptional pastoral care and support for all its pupils, and works very well with outside professionals to support specific pupils. This contributes to the pupils' good personal development and well-being and enables those who are vulnerable or who have complex needs to feel valued and be fully included. This is appreciated by parents, some of whom travel a considerable distance to enable their children to attend the school. One such parent reflected the feelings of others by commenting, 'Since joining the school he has grown in confidence through the sensitivity towards his individual needs.' Another wrote, 'Every child matters in this school.' Pupils also appreciate this level of care. They report feeling very safe in school, confident about approaching an adult if they have a problem, and they take good care of each other. Achievement is satisfactory. Children in the Foundation Stage get off to a good start and make good progress. However, pupils of all abilities do not consistently maintain this good progress in all year groups. Many of those who were in a particularly large class with three year groups did not make the expected progress last year. Although most are now making better progress, a significant proportion, particularly those who are more able, have not yet caught up and are not achieving at their full potential. Pupils in Year 2 are making satisfactory progress. Standards rose in Years 2 and 6 in 2007 and are a little above average, being stronger in English and mathematics than science. Pupils currently in Years 5 and 6 are on track to attain targets at the end of Year 6 that are above average in English but broadly average overall, with relatively few predicted to exceed national expectations in mathematics and science. Pupils with learning difficulties make good progress and most attain standards close to expectations for their age by the end of each key stage. This is because, in addition to the strong focus on self-esteem and personal development, the school is using its increased range of assessment information well to identify these pupils early. It has established significant additional daily support for them, making good use of the team of well-qualified teaching assistants. Leadership and management are satisfactory. The headteacher has a clear vision, many imaginative ideas and a determination to raise the quality of education. Governors are led well. The chair of governors has a good understanding of the school's performance but governors are not yet fully involved in evaluating the work of the school. Parents reflect positively on the changes the headteacher has introduced and on his energy and commitment. One wrote, in positive terms, 'Since the new head was appointed, the school has changed dramatically.' Another commented, 'He never leaves any stone unturned.' Improved systems are being developed to track pupils' progress, although the leadership team is still considering the best way to make the information easy to interpret. Teachers and the headteacher are involved in detailed discussions about each pupil's end-of-year targets. This is helping to raise expectations and standards. The roles of the leadership team and subject leaders are evolving but are not yet confirmed. New approaches to monitoring the performance of the school are being introduced but there is an over-reliance on the headteacher to conduct these checks, some of which are informal and lack sufficient rigour. This means that although the headteacher is generally clear about the school's strengths and weaknesses, the lack of a systematic approach in, for example, monitoring teaching, leads to over-generous judgements in the school's self-evaluation form, such as for the quality of teaching, leadership and management and the

school's capacity to improve. All these, although improving over the last year, are satisfactory rather than good, as judged by the school. From its own evaluations, the school has identified many priorities for improvement and initiatives it wishes to introduce and has produced clear and detailed action plans for each. The headteacher and key staff in the small team are working purposefully to implement these plans but because there are so many priorities they are unable to focus enough on the most important things, such as monitoring the policy on teaching and learning to ensure it is implemented consistently. Teaching and learning in the Foundation Stage are good. There are often good lessons in older pupils' classes but in some lessons the pace is not sufficient to help pupils catch up, following weaker progress in previous years, or to challenge and fully extend the more able. Teachers provide interesting activities that motivate pupils and encourage their collaborative and research skills, for example when researching features of the Viking invasion. This enables pupils to acquire a good level of skills needed for the next stage of their education and adult life. Teaching assistants work effectively with small groups and individuals and are a strength of the school. Teachers regularly assess pupils' learning, mark their work carefully and encourage pupils to reflect on their own learning. They do not always use information from assessments to ensure work matches the wide range of abilities in each class, with all pupils often doing the same work. Teachers set pupils short-term learning targets but do not refer to these enough to make them useful in providing academic guidance. The school rigorously implements all the statutory procedures designed to safeguard pupils. It carefully monitors pupils' attendance, which is average, and works with specific families to improve it. Pupils enjoy school. They are very positive about the outstanding range of additional club activities and special events beyond the classroom that contribute to the good and stimulating curriculum. They have a good awareness of Britain's cultural diversity and reflect thoughtfully when choosing and describing global heroes. The school has recently received the Healthy School and Activemark awards in recognition of its work and pupils' exceptional awareness of the importance of healthy lifestyles. A large proportion of boys and girls participate eagerly in physical activities and are justly proud of their outstanding successes in local and county competitions such as cross-country and football. Pupils behave well and appreciate the system of rewards and sanctions. Many of them contribute significantly to the running of the school and conscientiously take on substantial additional responsibilities as school councillors, prefects, house captains or class monitors, as well as participating in community festivals and special events such as the 'lantern parade'. The school is fully aware that pupils, along with some of their parents, would like to see improved facilities on the playground, and it has detailed plans to address this.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good and the Foundation Stage is led well. Children respond well to the sensitive induction programme and the stimulating range of experiences provided. They quickly begin to make good progress and this is maintained throughout the year in all six areas of learning. By the end of the year, standards are above the national average. The teacher and teaching assistants carefully observe and assess the children's responses to experiences. Detailed plans are in place to create a designated outdoor area and increase the opportunities for children to move independently in and out of doors.

What the school should do to improve further

- Improve achievement, particularly of the more able pupils and in mathematics and science, by ensuring teachers make good use of assessment information to match work to pupils' different needs.
- Establish a rigorous and systematic programme for checking the performance of all aspects of the school, especially teaching and learning.
- Clarify and extend the roles of the leadership team and subject leaders.
- Reduce the number of improvement plan priorities and initiatives in order to focus sufficiently on those deemed to be the most important. A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 12 February 2008 Dear Children, Inspection of Tregony Primary School, Tregony TR2 5RP
Thank you for welcoming me to your school recently. I enjoyed talking to groups of you, seeing some of your work and walking round your school. You were very helpful in answering my questions. I was particularly impressed by the way so many of you help to care for each other and take on important jobs around the school. Overall, Tregony is a satisfactory school with some strengths. Here are some of the highlights I noticed:
- you behave well and are very thoughtful about everyone in school
- you know how important it is to stay healthy and safe – many of you are very fit and brilliant at things like cross-country running
- you enjoy your lessons and work hard so that you all make progress
- your teachers plan lots of interesting things for you to do in lessons, arrange masses of clubs after school and many special events and interesting trips
- everyone who works in the school takes very good care of you all, but especially those of you who have problems from time to time or need extra help
- your headteacher has lots of good ideas about how to make the school better
- your parents like the school and are pleased that you go to Tregony. I have asked the headteacher, staff and governors to work together on four things:
- help teachers to make sure the work set for each of you is not too hard or too easy so that you can make even more progress than you do at the moment, especially in mathematics and science
- make sure there are regular and clear checks on how well the school is doing
- help all the leaders to be clear about what they are expected to do
- avoid taking on too many new projects and plans at once so there is enough time to deal with each one properly. I am sure, perhaps through your school council, you will want to talk about ways you can help make the school even better. Yours sincerely, Martin Kerly Lead Inspector

Annex B

12 February 2008



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Yours sincerely,

Martin Kerly
Lead Inspector