

Tregoze Primary School

Inspection report

Unique Reference Number	126288
Local Authority	Swindon
Inspection number	315476
Inspection dates	4–5 March 2008
Reporting inspector	Anna Sketchley

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	238
Appropriate authority	The governing body
Chair	Mark Tielemans
Headteacher	Helen Swanson
Date of previous school inspection	9 February 2004
School address	Sleaford Close Grange Park Swindon SN5 6JU
Telephone number	01793 876800
Fax number	01793 879643

Age group	4–11
Inspection dates	4–5 March 2008
Inspection number	315476

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Tregoze Primary is a popular school and as a result is heavily oversubscribed. Most pupils are taught in mixed age classes although this will change to almost all single age classes from September 2008. The number of pupils entitled to free school meals is below average. Nearly all pupils are White British. There are a few pupils from minority ethnic groups but none is at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities has increased and there is special provision for those with behaviour and emotional difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tregoze Primary is a good school with some outstanding features. A recent dip in attainment, especially at the end of Year 2, has been successfully tackled and standards are rising again. The headteacher and her whole school team are totally committed to raising achievement. Rigorous monitoring, tracking and changes to assessment arrangements, the curriculum and teaching mean that pupils are now making good progress. The successful impact of these changes has secured good teaching and a creative and interesting curriculum that is highly motivating for all pupils. However, there are a few occasions when higher attaining pupils do not have sufficient opportunities to work independently to further accelerate their progress.

Children's attainment on entry fluctuates so that in some years they start school with skills below those expected for their age. This year skills are average. Whatever their starting points, children achieve well in the Reception year because of the good provision in the Foundation Stage. This year almost all are on course to meet the goals expected by the end of the Reception Year and many should exceed these.

Pupils' personal development and well-being and their spiritual, moral, social and cultural development are excellent. They display an outstanding regard for the well-being of others, saying, for example, 'we want everybody to feel equal and welcome'. They really enjoy coming to school and their attendance is good. They make an outstanding contribution to the school and wider community.

Care, guidance and support for all pupils are outstanding. Academic guidance is particularly strong so that pupils are very clear about how to improve their work. Pupils are respected and listened to and as a result they have positive attitudes and their behaviour is very good. Provision for pupils with social and emotional problems is exemplary. There is high priority given to ensuring the school is genuinely inclusive, seen particularly in the recent creation of the nurture and chill-out facilities. As a result pupils who might struggle in other circumstances are enabled to adjust to school and eventually to flourish.

The headteacher has a very clear vision for the school and is passionate about improvement. She has involved staff fully in decisive action to address weaknesses. Outstanding links have been established with industry, partner schools and other external agencies. This has enabled significant expertise and extra funds to be brought into the school to develop facilities. In some instances this good practice has been used as a model to help other schools.

Effectiveness of the Foundation Stage

Grade: 2

Good links are made with parents and pre school groups and as a result children settle quickly into school life. Relationships are warm and friendly helping children to develop in confidence and learn quickly. The generous teaching spaces, both indoors and outside, provide a safe, well-organised, bright and stimulating environment. A carefully planned and rich curriculum takes account of the needs of all children and good links are established across all areas of learning. Children's enjoyment of learning was evident as they prepared sandwiches for their snack and helped to count out cartons of milk. Basic skills such as sounds and letters are very well taught and there are very good opportunities for children to develop their speaking and listening skills. Assessments are carefully collated and contribute to a useful record that informs further learning, tracks children's development and ensures that they make good progress.

Occasionally there are too many activities directed by adults so that there are not enough opportunities for children to learn independently by choosing their own tasks.

What the school should do to improve further

- Ensure that higher attaining pupils make more rapid progress through tasks that offer more opportunities for them to make decisions about how to use and apply their skills.

Achievement and standards

Grade: 2

A changing context and rising number of pupils with learning difficulties and/or disabilities joining the school caused standards at the end of Year 2 to dip over the last three years. However, the school has taken radical action and this year pupils are making good progress. Boys' progress, in particular, has improved in literacy in the infant years because of the introduction of more appropriate resources and changes to the curriculum. School tracking shows that good progress is being maintained throughout the junior years and by the time pupils leave in Year 6 they are reaching standards that are above average. The school has set very challenging targets, especially at the higher level, for English, mathematics and science and is on course to meet them this year. Girls did not perform as well as boys last year in mathematics and science. The school has successfully addressed this by involving pupils more thoroughly in planning for their own improvement and by sometimes teaching girls and boys separately. Recent tracking shows that girls are now doing as well as boys.

Personal development and well-being

Grade: 1

The quality of pupils' spiritual, moral, social and cultural education results in behaviour which is thoughtful, considerate and principled. Pupils have a very good awareness of cultures other than their own, through their involvement in the Gambia Project and work in literature and art. Pupils respect and like their teachers and appreciate their enjoyable lessons. They consider the school to be happy, welcoming and supportive. Pupils have excellent opportunities, to which they respond in large numbers, to contribute to the school and to the wider community. For example, their fundraising for Cancer Care and other charities is undertaken with great energy and success. They are keen to act as reading buddies for younger pupils, or to be assembly monitors, or members of an extremely active school council. The vast majority of pupils know how to stay healthy through what they learn and through what they do. Pupils see themselves as important members of a community which values all within it. They know they are valued for themselves, but also recognise their responsibility to value others, which they do unselfconsciously and sincerely.

Quality of provision

Teaching and learning

Grade: 2

Warm relationships with pupils ensure a positive but challenging climate in which to learn and they respond by showing a good attitude to their work. Lessons have many good features, especially clear introductions that make sure pupils know what they are to learn. Teachers plan well so that tasks meet the different needs of all pupils. Well-deployed and highly skilled teaching assistants give good support, especially to those who are struggling, so they are able

to make sense of their learning. Outstanding assessment procedures built into learning, the 'star target' system and marking comments all play a significant part in helping pupils improve their work and make good progress. Effective use is made of information and communication technology (ICT) to support teaching but use by pupils as a research tool to take their learning forward is more limited. In some lessons higher attaining pupils are not given sufficient independent opportunities to show what they know and can do when applying their skills and making decisions about how to organise their work.

Curriculum and other activities

Grade: 2

The curriculum successfully meets the needs of pupils and as a consequence they make good progress. The school makes creative connections with an impressive number of external partners to enhance and develop pupils' opportunities to think and learn. The relationship with local industries has enabled the development of facilities to meet the particular needs of pupils with learning difficulties and/or disabilities. The environmental projects supported by industrial eco scheme and the initiatives associated with Swindon Football Club are other examples of how pupils' capabilities in science and ICT are fostered and advanced through such partnerships. The same is true of the productive relationships with the local secondary school to support learning in French and physical education. The curriculum is enriched further through outstanding provision for residential and other experiences to encourage teamwork, risk taking, and an understanding of others' needs and talents. The strong focus on literacy, numeracy, science and ICT stands pupils in good stead for their future education and careers. The curriculum is outstanding in a number of respects, but the impact is yet to be seen in ensuring pupils' highest possible achievement.

Care, guidance and support

Grade: 1

Pupils are very well cared for and well known to all staff who provide a safe, secure, stimulating and welcoming environment in which to learn. Parents really appreciate the caring atmosphere and, in the words of one, 'we are very impressed by all the help, support and care given to us as a family'.

Rigorous tracking is in place; teachers meet regularly to check on progress and this information is shared with pupils. Pupils' knowledge of their own learning and the steps they must take to improve further is outstanding. Curriculum and assessment 'jigsaws' help pupils understand the ways in which they can progress to a higher level. Even infant children have a clear understanding of the next steps they must take. Individual education plans for pupils with learning difficulties and/or disabilities are sharply focused helping them to make the same good academic progress as their peers. Arrangements for nurturing pupils with social and emotional difficulties through special support groups are outstanding.

Leadership and management

Grade: 2

Standards and achievement are rapidly improving because of the strong oversight of pupils' progress throughout the school. The headteacher shares her vision for offering pupils an exciting and fulfilling curriculum to great effect. There is a strong commitment to pupils' welfare and

development. Excellent collaboration of the senior team, as well as all other staff and governors, enhances the opportunities for pupils to do as well as they can. Because of very effective monitoring, the school knows well its strengths and points for development and implements rigorous plans for improvement. It is a welcoming and purposeful place and parents are overwhelmingly satisfied and appreciative. A number of developments are new, so the impact is understandably recent and partial, but results to date lead to confidence in the school's capacity to make further rapid improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	1

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

6 March 2008

Dear Pupils

Inspection of Tregoze Primary School, Swindon, SN5 6JU

Thank you very much for the warm welcome when we visited your school. We really enjoyed spending time with you and talking to you. Your school provides you with a good education.

These are some of the things we found:

- You work hard and make good progress so you achieve well by the time you move to secondary school.
- You enjoy school very much and attend well, appreciating all the extra activities the school has made for you in the wider community.
- You know how to keep healthy and safe.
- You get on very well together and your behaviour has improved and is very good. Well done!
- You and your parents told us how well the school takes care of you and we agree that the support and guidance you are given are excellent.
- Your headteacher, teachers and governors are making sure that the school is improving every day.

We have suggested one thing to make your learning even better:

- We have asked your teachers to make sure that those of you who are quick to learn have more opportunities to work independently.

With best wishes

Anna Sketchley Lead inspector