

Tregadillett Community Primary School

Inspection report

Unique Reference Number	111948
Local Authority	Cornwall
Inspection number	337787
Inspection dates	20–21 January 2010
Reporting inspector	Tony Shield

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 of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Bev Tibbetts
Headteacher	Mary Dolan
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent around half the time looking at pupils' learning, and visited eight lessons or parts of lessons. All teachers were observed. They held meetings with governors, members of staff, pupils, parents and carers. They observed the school's work, and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. They took into account the views of 70 parents and those of pupils and staff expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which improvements in pupils' progress are significant and embedded
- evidence that progress is improving as a result of more consistently challenging and good teaching
- the extent to which all staff contribute to self-evaluation and school improvement.

Information about the school

This is a smaller than average primary school. Most pupils are of White British origin and very few are from other minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average; most of these pupils have moderate learning difficulties. The school provides for children in the Early Years Foundation Stage in its Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Tregadillett Primary is a good school. At the heart of its community, the school has made significant strides forward in recent years. 'Tregadillett School is a fantastic place to learn and have fun' is how one parent summed up her view of the school. Her views are shared by many parents and carers. Probably the most striking aspect of the school is the sheer delight in learning that characterises many pupils' attitudes. They talk with enthusiasm about their work, are keen to do their best and tackle everything with energy and determination. As one pupil remarked, 'Learning is always fun; teachers say that learning is irresistible and it sure is!'

There are a number of strengths:

- An imaginatively planned curriculum offers pupils rich learning experiences which inspire them to work hard and gain a wide range of skills.
- Pupils have an outstanding awareness of the importance of both healthy eating and an active lifestyle. They talk knowledgeably about diet and the importance of eating the fruit and vegetables grown in the school grounds, and energetically take part in the regular opportunities to 'Wake Up and Shake Up'.
- The school's ethos of care and good relationships ensures pupils feel safe and means that by the time pupils reach Year 6, they are confident young people, well prepared for the next stage in their education.
- A very calm and purposeful atmosphere permeates the school. Behaviour is good and many examples of kind and thoughtful behaviour were witnessed during the inspection.
- Attainment and progress are improving steadily and have risen rapidly in writing, because teaching is more settled and of a consistently good quality. Progress in reading and mathematics is not quite so rapid, and pupils are not so confident in applying their mathematics skills across the curriculum. Children get off to a good start in the Early Years Foundation Stage.
- Classrooms are bright and cheerful, and this vibrant learning environment encourages pupils to be active and inquisitive learners. As one pupil remarked, 'The school is colourful and bright.'

The headteacher leads with dedication, and her vision is widely shared amongst staff, governors and parents. Improvements to teaching and the curriculum since the last inspection have resulted in improved progress for all pupils. Self-evaluation is accurate and the school knows exactly what to do to sustain the good improvement made since the last inspection. The school's capacity to improve further is good. While the principles behind community cohesion are enthusiastically embraced, the school has not formally analysed its context nor evaluated the impact of its work in this area.

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What does the school need to do to improve further?

- Accelerate pupils' progress in reading and mathematics by
 - ensuring more opportunities for using and applying skills in a range of different subjects.
- Develop a more formal approach to community cohesion, building on the good work already undertaken by
 - carrying out an audit of the school's context, monitoring the effectiveness of the school's work in this area and evaluating its impact on pupils' development.

Outcomes for individuals and groups of pupils

2

In lessons, pupils work with pride and interest in all they do. Results in national tests have varied, but attainment, broadly average in English, mathematics and science, is improving. The school's recent focus on improving pupils' skills and confidence in writing has successfully raised standards. While pupils' attainment in mathematics and reading is improving, it has not taken off in quite the same way. Pupils are much less confident in manipulating numbers, and in using and applying their mathematical skills. There is no significant variation in the progress of different ability groups, including those with special educational needs and/or disabilities. Boys and girls make similar progress. Attainment at the end of Year 2 is varied, but is broadly average overall. Some outstanding and striking work in art is on display around the school and the singing in assembly was joyful.

Pupils enjoy school immensely, grow in confidence and develop very positive attitudes to learning. Happy and harmonious relationships support the hardworking atmosphere. Pupils are clear about how to stay safe and eagerly take advantage of the many opportunities to contribute. They develop a good understanding of their responsibilities both to the school and the wider community. Pupils develop impressive social skills and work collaboratively with a genuine interest in each others' ideas. This, together with secure and improving standards in the acquisition of basic skills, means that they are well prepared for the next stage of their lives. Pupils' spiritual, moral, social and cultural development is good, and assemblies are thoughtful occasions in which pupils are encouraged to think about others and their own place in the world.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is based on broad areas of learning and promotes a lively interest and active approach. It has already made a strong contribution to pupils' improved progress and their personal development. Carefully and imaginatively planned themes with strong links between subjects have successfully enthused pupils and have done much to increase their confidence and skill as learners. The outdoor classroom is a strong feature, including Forest School activities, and pupils particularly appreciate this dimension to their learning. The curriculum is enriched by a good range of clubs, visits and visitors, and creative activities are a strength.

In classrooms, the climate for learning is purposeful. Much teaching encourages pupils to think for themselves, and tasks are closely matched to the needs of individual pupils. Assessment is used well to adapt work to meet these needs. Group work is a common feature, encouraging pupils to develop collaborative skills. In this respect, learning is well managed. Explanations are usually clear and pupils are encouraged to ask questions if they do not understand, but on occasions teachers do not spot that pupils have not fully grasped what they are doing and why. Teaching assistants lend good support and help ensure all pupils, including those with special educational needs and/or disabilities, develop confidence that they can succeed. Marking is much improved, with regular supportive comments and points for improvement.

The school is committed to the care and welfare of every pupil, and comprehensive policies and procedures support this commitment. A family ethos pervades and helps ensure that pupils feel valued and well looked after. Close support for potentially vulnerable pupils and those with special educational needs and/or disabilities, alongside

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effective partnerships with outside agencies, ensures that the needs of these pupils are well met.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Clear-sighted leadership is at the heart of the school's improvement. The headteacher communicates her high expectations persuasively to staff and together they work with determination to improve provision and outcomes. A positive climate has been established where everyone is working together to make the school even better. As a result, staff morale is high, and a strong sense of teamwork helps promote a quickening of pupils' progress. Recent gains have been consolidated and built on. In this way, the school is committed to promoting equal opportunities and makes sure that each and every child fulfils its potential. Good systems to track pupils' attainment and progress ensure that any potential underachievement is picked up early.

The governing body fulfils all legal requirements and ensures the welfare of pupils and staff. All safeguarding arrangements were found to be effective at the time of the inspection. Governors hold the school to account well for its work, and regular monitoring visits ensure that they have a good understanding of the school's strengths and weaknesses. While the school has a good understanding of its context and actively promotes a deeper understanding of the religious, ethnic and socio-economic characteristics of communities beyond the school, initiatives are currently piecemeal and need to be drawn together within a more formal programme. The school is aware that some elements of community cohesion are not fully developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills which vary considerably both from year-to-year and within years. Overall they are just a little below expectations. Children make good progress, particularly in reading, writing and calculating, and in their knowledge and understanding of the world.

Relationships are good, and classroom activities are characterised by stimulating activities and well-managed learning. This ensures that all children enjoy their learning. All adults have high expectations, and good classroom management leads to good behaviour and positive attitudes to learning. Children learn to play well alongside one another, and both boys and girls make good progress. A well-balanced mix of activities is planned, with some led by adults while others encourage children to choose for themselves. The glee with which children acted out different roles in the 'Toy Shop', queuing politely in line to wait their turn at the till, was a delight and evidence of how well pupils develop their social and communication skills. Resources are well managed and particularly good use is made of the outdoor area to extend learning. Adults offer clear explanations and skilfully ask questions to ensure all children have understood. Ongoing assessment and detailed records on the progress of each child, recorded in each child's 'Learning Journal', ensures work is adapted specifically to meet personal needs. By the end of the Reception Year, children are well prepared for entry into Year 1. The Early Years Foundation Stage is well led and, although there is no formal plan to develop the setting, the coordinator has a good grasp of the issues and a clear vision of how to develop provision even further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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Responses were received from 70 parents which represents almost all the families with children in the school. Those responding were very positive about the school. Almost all believe that their children enjoy school and very few indicated concerns in any area. Parental comments commended the sense of fun and enjoyment which their children experience. There were very few negative comments, although a very small number commented that they thought that communication with the school was not always good enough. Inspection evidence does not bear this out.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tregadillett School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 70 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	66	20	29	0	0	1	1
The school keeps my child safe	44	63	26	37	0	0	0	0
The school informs me about my child's progress	32	46	34	49	3	4	1	1
My child is making enough progress at this school	28	40	34	49	6	9	2	3
The teaching is good at this school	33	47	29	41	1	1	1	1
The school helps me to support my child's learning	30	43	32	46	7	10	1	1
The school helps my child to have a healthy lifestyle	36	51	31	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	36	37	53	3	4	0	0
The school meets my child's particular needs	27	39	32	46	6	9	2	3
The school deals effectively with unacceptable behaviour	22	31	36	66	0	0	1	1
The school takes account of my suggestions and concerns	20	29	44	63	2	3	2	3
The school is led and managed effectively	36	51	30	43	1	1	0	0
Overall, I am happy with my child's experience at this school	39	56	26	37	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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22 January 2010

Dear Pupils

Inspection of Tregadillett Primary School, Launceston PL15 7EU

I am writing to thank you for being so delightfully friendly and welcoming when we visited your school recently. Your warm welcome made us feel at home. Thank you for all the help you gave us in looking at the work of your school. Yours is a good school, and here are some of the main findings from our report:

- You clearly enjoy coming to school, and work hard together to do your best in lessons.
- You behave very well, and are polite and kind to one another.
- The school is improving, and you are making good progress in writing in particular.
- You have an excellent understanding of what it means to keep healthy.
- Everyone gets on well together, and there is a real sense of community in the school.
- Teachers make learning interesting, and your classrooms are lively and interesting places to be.
- The school takes considerable care of you, and makes sure you feel safe and well looked after.
- The headteacher and all the teachers are working hard to make your school even better.

We have asked the teachers to do the following in order to make things even better:

- Ensure you do even better, particularly in reading and mathematics, by making sure that you get lots of opportunities to practise your skills in different subjects.
- Make sure that the school governors and teachers make a plan to enable you to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom and the world.

Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely

Tony Shield
Lead Inspector

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