

Suite 22
West Lancashire Investment Centre
Maple View
White Moss Business Park
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 01695 566932
enquiries@ofsted.gov.uk **Direct F** 01695 729320
www.ofsted.gov.uk **Direct email:** hcarnall@cftb.com



11 November 2010

Mr John Repton
Headteacher
Tilery Primary School
St Ann's Terrace
Portrack
Stockton-on-Tees
Teesside
TS18 2HU

Dear Mr Repton

Notice to improve: monitoring inspection of Tilery Primary School

Thank you for the help, which you and your staff gave when I inspected your school on 10 November 2010, for the time you gave to our discussions and for the information that you provided during the inspection. Please convey my thanks to the Chair of the Governing Body, local authority officer, pupils and staff who gave up some of their time to talk with me.

The general context of the school remains almost as it was at the time of the previous inspection. However, as part of an anticipated expansion of pupil numbers over the next three years, 15 pupils more than the normal number joined the school in September.

As a result of the inspection on 28 and 29 April 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making **satisfactory** progress in addressing the issues for improvement and in raising the pupils' achievement.

Pupils' overall progress in lessons observed was generally satisfactory as it was at the time of the previous inspection. However, some of the pupils are capable of achieving at a faster pace than that seen, but currently do not because they are too dependent on the teacher for confirmation of what they have done before they are willing to move on in their work. Most recent teacher assessments for Key Stage 1 indicate marked improvements, now bringing the pupils' overall attainment up to the national average for the first time since 2008. The school chose to boycott the Key Stage 2 national tests in 2010, but joint school-based and local authority analyses

show that despite a slight decline overall, and in English in particular, pupils' attainment remains average. The pupils' attitudes to learning are generally positive and they willingly engage in learning tasks set. Behaviour is compliant, although lacking in sufficient confidence to show a degree of independence of learning in lessons.

The school reacted quickly and decisively, in partnership with the local authority, to address the safeguarding issues raised in the previous inspection. The single central register is now detailed and compliant. The school is aware that governors are not presently included on the register, but this is now being addressed quickly in order to ensure that they can visit and carry out proposed future 'learning walks', and other monitoring activities as part of an increasing role to monitor and evaluate the work of the school. Other aspects of safety previously reported have been fully addressed. A recent unannounced visit by a local authority officer highlighted a couple of areas for improving site security still further and the school has already responded to these.

There is a developing and robust system for the regular collection and use of pupil performance data, to aid in the assessment of their performance and to help set targets for future learning. Although there is now better knowledge and accuracy of target-setting than previously seen, there has yet to develop a clear use of this information by teachers to help inform their lesson planning and to target more specifically the outcomes for different ability groups in lessons. Currently, planning for differentiation is focused too much on activities to be completed rather than on outcomes to be achieved. The recent support work and training on assessment for learning and using teacher feedback have made a positive contribution to the marking of the pupils' work.

There has been an increasing emphasis since the previous inspection on improving the quality of monitoring and evaluating the work of the school. Focused local authority support for the governing body is beginning to provide a sharper and better-informed view about a number of aspects of the school's work. A change to the governing body meeting structure, with an extra termly meeting to focus solely on the quality of provision has yet to make a significant impact but the signs are clear that senior leaders and managers share a sense of common purpose and direction for future improvements. A recently held inaugural meeting for the governors to take a more active role in completing the self-evaluation form is also a move in the right direction.

The local authority's statement of action, produced after the school was issued with a notice to improve, was judged by Ofsted to be fully compliant with all requirements. It has been an effective tool since then in helping the school to make the good progress in safeguarding and to develop more long-term strategies for improving monitoring and evaluation at all levels across the school.

I hope that you have found the inspection helpful in promoting improvement in your school.

Yours sincerely

Brian G Blake
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2010

- Ensure that safeguarding requirements are fully met as a matter of urgency and that the governing body fulfils its statutory duties, by:
 - ensuring that the requirements of the single central record are fully met
 - undertaking a full review of the school's safeguarding arrangements and resolving all identified concerns.

- Improve the consistency of pupils' progress and thereby raise standards, by:
 - improving the accuracy of assessment and target-setting
 - making sure that the work provided for pupils closely matches their abilities and needs
 - improving the quality of marking to identify the next steps in pupils' learning.

- Sharpen processes of monitoring and evaluation to increase the pace of improvement and raise standards.