

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



26 November 2010

Mr K Dickens  
Acting Headteacher  
Tunstead Primary School  
Market Street  
Tunstead  
Norwich  
NR12 8AH

Dear Mr Dickens

### **Ofsted 2010–11 subject survey inspection programme: mathematics**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 9 November 2010 to look at work in mathematics.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of mathematics is good.

#### **Achievement in mathematics**

Achievement in mathematics is good.

- Attainment in mathematics is high. In 2010 every pupil reached the expected standard at age 7 and also at age 11. In Key Stage 2, over a third of pupils reached the higher levels. The school exceeded the targets set for it by the local authority. There was slight decline in the proportion of pupils reaching the higher levels at age 7 compared with 2009 and girls attained at a comparatively higher level than boys. However, the school is aware that analysis of such data requires caution because of very small cohorts each year.
- The progress made by pupils in mathematics has been slightly above the national average for two out of the last three years. Lesson observations and scrutiny of pupils' work confirm that pupils continue to make good progress albeit with some variation between aspects of mathematics.

Pupils make better progress in understanding number and shape than they do in handling data, investigative work and using precise mathematical vocabulary. They use standard and non-standard methods of calculation well and have a good understanding of place value, division, proportion and symmetry.

- Areas that are less well developed are mathematical investigation, particularly among the younger pupils, and the ability to explain their thinking at length.
- Pupils enjoy mathematics and feel confident enough to 'have a go' when asked. They say that sometimes their work can be 'a bit easy' and they would like more opportunities to explore real-life problems and investigations. They are correct in their views. They also say that they can ask for and receive good help when needed.

### **Quality of teaching of mathematics**

The quality of teaching of mathematics is good.

- Teachers plan thoroughly and assess pupils' understanding regularly and accurately. They model a positive attitude to the subject and have an attention to detail that is reflected in individualised support for pupils. In each class supportive relationships, good use of a wide range of resources and careful use of target-setting are common characteristics.
- Individual pupils' targets are used well in lessons and teachers refer to them regularly. Pupils know what their own targets are and are keen to meet them, although some lack specificity. Teachers question pupils thoughtfully but do not always allow pupils to explain their thinking in detail. This restricts teachers' assessment of pupils' understanding and the development of pupils' reasoning skills and vocabulary.
- The use of technology to support mathematics is good. Teachers use interactive whiteboards well and a wide range of software is selected carefully for targeted purposes. This includes revision sessions alongside special thematic projects. Pupils report that they would like more opportunity to use technology in mathematics lessons.
- Teaching assistants provide effective mathematical support which leads to improved progress. In one good example, a teaching assistant has prepared a mathematical dictionary to help support a pupil in the early stages of learning English.

### **Quality of the mathematics curriculum**

The quality of the mathematics curriculum is good.

- The school uses a balanced curriculum which consists of elements taken from national programmes of study and a published scheme. Despite the strength that this offers, there are some inconsistencies between classes about where the balance sits, with some classes using published material more frequently than others. The school has plans to review this in the near future and has sought advice and support from the local authority.

- Pupils receive good additional support via extra clubs and revision classes.
- The school is well resourced for mathematics and provides good opportunities for homework each week. Pupils say that the activities they are asked to do at home help with their studies back in class. Marking is up to date and generally helpful but in some classes is not yet fully developmental and not linked to individual pupils' targets.

### **Effectiveness of leadership and management of mathematics**

The effectiveness of the leadership and management of mathematics is good.

- The leadership of mathematics is effective and methodical. Recent improvements to the school's calculation policy and further training to enhance the creative content of the mathematics curriculum were organised as a response to a careful analysis of pupils' strengths and weaknesses in mathematics. Training provided by external consultants is usually attended by one individual rather than providing opportunities for others to benefit.
- Teachers' planning is reviewed regularly but there is no fully established timetable for monitoring classroom practice in mathematics. Nevertheless, self-evaluation is accurate and the capacity to improve is good.
- The school runs occasional sessions for parents and carers to help explain how the subject is taught.

### **Areas for improvement, which we discussed, include:**

- establishing a secure programme of monitoring classroom practice to help ensure greater consistency in the curriculum and approaches to number work across all classes
- promoting a more effective use of questioning by teachers to assess pupils' understanding better and allow pupils opportunities to explain their thinking at length
- providing more opportunities for pupils to investigate and explore real-life problems and thereby apply their strong basic number skills in context.

I hope that these observations are useful as you continue to develop mathematics in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Ceri Morgan**  
**Her Majesty's Inspector**