

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

**Ofsted**  
T 0300 123 1231  
Text Phone: 0161 618 8524  
enquiries@ofsted.gov.uk **Serco**  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct T** 0121 683 3888



19 May 2011

Mrs H Sandy  
Headteacher  
Tattershall Primary School  
Clinton Park  
Tattershall  
LN4 4QZ

Dear Mrs Sandy

### **Special measures: monitoring inspection of Tattershall Primary School**

Following my visit to your school on 17 May 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in December 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Lincolnshire.

Yours sincerely

Jane Melbourne  
**Her Majesty's Inspector**

## Annex

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

- Raise attainment in English and mathematics, eradicate underachievement and make teaching consistently good by:
  - ensuring accurate assessment information is used meticulously to plan next steps in learning for each pupil
  - raising expectations of what pupils are able to do and can produce in a lesson
  - limiting the use of worksheets to develop pupils' independent recording skills, so that progression in learning is evident
  - providing opportunities for pupils to refer to and build on their previous work, so they can use and develop existing skills
  - improving teachers' subject knowledge, especially in how to teach writing and mathematics
  - ensuring pupils have planned opportunities to practise and extend their literacy, numeracy and ICT skills in other subjects
  - all staff consistently following agreed behaviour management strategies.
  
- Improve leadership and management at all levels by:
  - members of the governing body developing their role of challenge and finding out for themselves how well the school is performing
  - focusing lesson observations and book scrutinies on learning and providing staff with clear guidance about how to accelerate pupils' progress
  - holding staff accountable for the progress of pupils, expecting at least 85% of pupils to progress by two National Curriculum sub-levels a year.
  
- Ensure the governing body fulfils its statutory responsibilities by:
  - immediately reviewing and up-dating all policies and procedures, especially those relating to safeguarding
  - ensuring an effective behaviour management policy is implemented by all staff so all pupils feel safe within school.

## **Special measures: monitoring of Tattershall Primary School**

### **Report from the first monitoring inspection on 17 May 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher, school staff, a group of pupils from the school council, parents and carers, members of the governing body, and representatives from the local authority.

#### **Context**

Following the school being identified as requiring special measures in December 2010, the substantive headteacher left the school. An acting headteacher was appointed from January 2011. The local authority also provided an interim headteacher in a supportive role. One class teacher left the school in January 2011 and one class teacher has been on a long-term leave of absence since February 2011. Temporary teachers were found for these classes. The school has had other staff changes including the appointment of a part-time special educational needs co-ordinator. There have been significant structural changes to the governing body, including a new Chair of Governing Body.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Almost all of the pupils are settled and a much improved attitude towards learning pervades the school. A small number of pupils who required specialist support have been placed in schools appropriate to their needs. A further small number of pupils who were challenged in the classroom environment are currently responding well to additional support out of the classroom before a planned reintegration. They are happier and their learning is purposeful and builds on their strengths, with a focus on specific necessary areas for development. The remaining pupils have all benefited from the revised behaviour policy and procedures which are applied consistently across the school. Wide consultation across parents, carers and pupils contributed to a clear understanding of rewards and sanctions. Pupils better understand the importance of their readiness for learning. This is taking longer for adjustment in those classes which have encountered interruptions in staffing, however pupils are now generally making good or better progress from the very low starting points identified at the last inspection. They overwhelmingly confirm that they enjoy their lessons and the opportunities available to them more than they used to.

Staff have an improved system for assessing pupils' achievement and progress, which has been externally moderated to ensure accuracy. They are using this purposefully to plan future lessons, but recognise that refinement is still necessary to ensure next steps are taken account of for every pupil to build on what they can already do. Some staff make very clear what their expectations are in lessons and

pupils are beginning to respond to the greater challenges they are set. There is no complacency in recognising the necessity to ensure that this is consistent across the school. The monitoring of planning and of pupils' work ensures that senior management are clear of pupils' progress in lessons, as well as over time through the scrutiny of the assessment records. Consideration of different groups, for example by gender, special educational needs and for those pupils from service families, is starting to inform the school's work. Pupils' achievement still remains well below what is nationally expected, but is improving.

Progress since the last section 5 inspection:

- Raise attainment in English and mathematics and eradicate underachievement – satisfactory.

### **Other relevant pupil outcomes**

Pupils' behaviour has improved. The school has continued to monitor attendance closely and identified that it is stronger in Reception and Key Stage 2, where it frequently exceeds national expectations. In Key Stage 1, there is an improving trend and school records indicate that it is now around the national norm. There have been no exclusions other than previously for the small number of pupils who are no longer at the school. Pupils are adopting more safe practices than they were, as they are more conscious of their contribution to school life and helping others. They are generally playing harmoniously outside of the classroom as they like to cooperate together. Teambuilding takes place within lessons and through fieldtrips, where pupils are learning new life skills. Children's spiritual development has improved as they are better behaved and hence they are better equipped to spend time reflecting. They have an increasing understanding of right and wrong, which has been reinforced through their involvement in developing the school's vision, behaviour policy and new rules. This school has been committed to not only improving the provision for pupils' basic skills but also in developing rounded pupils. Staff have increased the number of extra curricular activities pupils may take part in and these are well attended. Pupils really values clubs, such as the German club and gardening club, which develop their skills and interests. Pupils are now getting along well socially, something they have done less successfully in the past. They work well in pairs and small groups and this is expected of them regularly.

### **The effectiveness of provision**

Teaching is improving across the school and inadequate teaching has almost been eradicated. Staffing remains turbulent, but the senior leadership team and the governing body, with the intensive support of the local authority, are doing everything possible to address this. The Key Stage 1 and lower Key Stage 2 pupils have been the most affected. Teachers have received much professional development and frequently work alongside highly knowledgeable advisers and consultants: this has improved their subject knowledge. The teaching of writing has

improved, although there is still more work to do particularly in terms of the pupils' presentation of their work, spelling and grammar. Pupils have a better handle on writing structure, handwriting and the use of interesting vocabulary. The teaching of mathematics is developing, albeit leadership within the school has been lacking in this area. Gaps in pupils' mathematical understanding has been ascertained and used as a starting point. Most teachers are beginning to identify where repetition and consolidation are necessary. In some classes and with some groups it has been necessary to reinforce basic skills which should have already been secured. As a result of these strategies, pupils are gaining confidence in their mathematical skills and better enjoy their practical and purposeful numeracy lessons thus understanding why they are learning particular concepts. Pupils use their literacy and numeracy skills across other areas of the curriculum, but this is not being currently maximised.

The better behaviour in lessons has had a profound impact on learning across the school and any occasional mild disruption which occurs is dealt with appropriately and swiftly so as not to disrupt the lesson. The provision for those pupils identified as having a special educational needs or not making the required amount of progress has been improved by new leadership of this area and a very thorough identification of needs and review of provision, which is continually monitored. Staff ensure that all pupils are included in lessons and their individual needs are becoming better accounted for. The quality of care, guidance and support has improved, with the greater involvement of the highly dedicated support team also being included in professional development and regular staff meetings. This has increased understanding, ensured a sense of teamwork and promoted a unified approach to teaching, learning and behaviour.

Progress since the last section 5 inspection:

- Make teaching consistently good – satisfactory.

### **The effectiveness of leadership and management**

The leadership and management of the school have improved. The new members of the senior management team are ambitious and have been key in beginning to turn the school around. The school now understands the necessity of building capacity into other levels and areas of leadership. Through strategic planning and highly skilled consultation which involved all stakeholders, including pupils, parents and carers, and staff, the school has a new vision statement and thoroughly updated policies and procedures, including those identified at the last inspection in relation to safeguarding pupils and behaviour. The school now fulfils all statutory responsibilities. This has been ensured by: further training for staff and members of the governing body; a review of all staff and governors' roles and responsibilities; rigorous audits and monitoring, working to clear timescales and with due accountability structures. Pupils confirm they feel safer in the school and parents and carers also believe their children are better cared for and protected than at the time

of the last inspection. As one parent said: 'There has been a complete transformation!'

Under the leadership of a new Chair of Governing Body, and with new expertise in the team, governors are more confident in their individual and collective roles. There is a determination to turn the school around and to sustain the improvement. The governing body is providing suitable challenge to the school and its ambitions for the school are monitored carefully. Its members have restructured committees to ensure workload is evenly shared and to make best use of skills and expertise. Governors now have a role in the monitoring of pupils' health and safety and in the teaching and learning for all pupils. Staff are held to account for the progress of pupils and this is checked for being in line with national expectations.

The senior leadership team and colleagues appointed by the local authority have monitored lessons and pupils' work, which has given a helpful steer to where best focus support and guidance. Pupils' progress is now beginning to accelerate although it is recognised that disturbance in staffing has slowed the momentum down. The school has prioritised its actions effectively, based on the areas for improvement identified at the last inspection. The strategic improvement plan guides the school well, including regular accurate evaluations of impact. The school has engaged with parents and carers and the community skilfully throughout, so that they are appropriately consulted and valued. As a result, their involvement and support of the school is continually increasing. This had had a very positive influence on the continued commitment of long-serving staff and the pupils' attitudes to learning and behaviour.

Progress since the last section 5 inspection:

- Improve leadership and management at all levels – satisfactory.
- Ensure the governing body fulfils its statutory responsibilities – good.

### **External support**

The quality and impact of the external support provided for the school by the local authority, including the interim headteacher and professional adviser for schools, is good. The high quality input from a range of local authority advisers and consultants has assisted the development of staff's planning and assessment methods and their classroom practices. The local authority has also contributed significantly to the strengthening of the governing body.

The impact of actions contained within the local authority's statement of action is good in terms of its impact in improving the quality of provision at the school and the senior leadership and management, which has been stabilised. It has improved the quality of teaching to some extent, although this has suffered from the school's staffing instability and has been heavily reliant on the continued input of local authority consultants to sustain this. The school has yet to secure the team of

teaching staff. This has impacted on the local authority's ability to meet its ambitious targets to raise standards across the school and reduce the legacy of underachievement. However, local authority input has not been wasted, as school data shows an improvement in pupil progress and staff having the ability to accurately identify those pupils not making sufficient progress.

The local authority is therefore not fully on track for meeting the milestones as outlined in its plan. Its statement of action was ambitious and reliant on suitable and consistent staffing, which the school has not had. However, the progress towards the milestones is being monitored most carefully and the local authority is doing everything possible to resolve the issues.

There are no further priorities for further improvement other than the ones issued at the time of the inspection in December 2010.