

Tugby Church of England Primary School

Inspection report

Unique reference number	120168
Local authority	Leicestershire
Inspection number	379969
Inspection dates	6–7 March 2012
Lead inspector	Terry Elston

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Philip Baughan
Headteacher	Paul Wiggan
Date of previous school inspection	4 March 2009
School address	Main Street Tugby Leicester LE7 9WD
Telephone number	0116 2598248
Fax number	0116 2598248
Email address	office@tugby.leics.sch.uk

Age group	4–11
Inspection date(s)	6–7 March 2012
Inspection number	379969



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Terry Elston

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 12 lessons taught by the three teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, held meetings with members of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at the tracking of pupils' progress; curriculum planning documents; policies and documents relating to safeguarding; and examples of the ways in which the school supports different groups of pupils. The inspector also analysed completed questionnaires from pupils, staff and 33 parents and carers.

Information about the school

The school is a much smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs, including those with a statement of special educational needs, is average. The proportion of pupils who are known to be eligible for free school meals is below average. Pupils are taught in three mixed-aged classes. The headteacher has been in post since September 2011.

The school meets the government's current floor standards. It has recently gained national Healthy Schools status as well as the Activemark and Eco-schools award.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Parents and carers appreciate the way all staff know their children so well and make them feel exceptionally safe and valued. One comment, typical of many, ended, 'Tugby is a great example of how schools should be.' The school has improved a lot since the last inspection, but is judged good rather than outstanding because the most able pupils are not always stretched sufficiently.
- Pupils make good progress so that their attainment is above average in reading, writing and mathematics by the end of Year 2 and Year 6. Children make a good start in the Early Years Foundation Stage and parents and carers say how much their children enjoy school. However, the school is right to see the need to improve provision in the outdoor area to ensure that children make the best possible progress.
- The good teaching means that pupils achieve well in every class. Teachers make learning fun and give pupils confidence to tackle any task. They explain new work very clearly and check carefully on pupils' progress throughout the lesson. There is some outstanding teaching that inspires pupils to do their very best work.
- Pupils' good behaviour is an important reason for them learning so quickly and staying safe. They listen carefully to their teachers and develop their independent learning skills very well when given the opportunity.
- The headteacher is very well respected for the way he has gained a quick grasp of the school's strengths and weaknesses and already made improvements. He works very closely with the staff to set and achieve the school's ambitious targets. The leaders support teachers well with good opportunities for further training. The evaluation of teaching and learning is rigorous and identifies clear ways for teachers to improve their work.

What does the school need to do to improve further?

- By July 2012, ensure that the most able pupils make the best possible progress by teachers:
 - giving them more opportunities to work independently at challenging tasks
 - providing flexibility in the curriculum to enable them to work with older pupils.
- Improve provision for children in the Early Years Foundation Stage by:
 - planning more activities for children outside that continue their learning in the classroom and develop their independence
 - providing more stimulating resources and equipment to enhance children's physical and creative skills.

Main report

Achievement of pupils

Children enter the school with skills broadly typical of their ages and achieve well. They make good progress in the Early Years Foundation Stage and the large majority attain the levels expected by the end of their Reception year. They develop good reading skills and enjoy the daily phonics lessons that teach them the sounds that letters make. Their writing skills improve well because of interesting tasks such as retelling the story of 'The Three Little Pigs' following role-playing sessions when they took on the character of the bad wolf. In mathematics, they count confidently and enjoy practical tasks such as counting sheep and sticking them in their books. They develop their physical and creative skills satisfactorily, but progress is restricted by the lack of sufficient opportunities to work and play outside and a shortage of climbing equipment.

At Key Stage 1, attainment in reading is above average by the end of Year 1 and Year 2. These pupils are confident readers and have a good store of known words. They make good progress in learning how to blend sounds together to make words and this helps them read challenging books. Pupils write stories that are interesting for the reader because they think carefully about including the most exciting words. In mathematics, they enjoy the way teachers give them practical ways to improve their skills, and one group made rapid progress when measuring ingredients to make 'the perfect flapjack'.

At Key Stage 2, pupils continue to make good progress and attainment is above average in both English and mathematics by the end of Year 6. This continues the pattern of recent years. They read challenging books quickly and fluently and enjoy skimming texts for information. They write exciting stories as well as factual accounts, for example, of how the characters in traditional tales are developed by the author. Their good mathematical skills are evident as they work out sums quickly in their head and apply their knowledge to solving problems.

Disabled pupils and those who have special educational needs make good progress.

They benefit from good teaching based on accurate assessment of their difficulties. They improve their reading skills particularly well because of the regular teaching of word-building skills that gives them confidence to pick up a book and read for pleasure.

Pupils, as well as their parents and carers, feel they do well at school and are rightly proud of their achievements. A few more-able pupils, however, believe they could make faster progress if they were given more time in lessons to tackle challenging tasks. Inspection evidence supports this view.

Quality of teaching

The pupils, as well as all the parents and carers who responded to the inspection questionnaire, agree that teaching and learning are good. The evidence gained during the inspection confirms this. Teachers make lessons interesting by imaginative use of technology and practical resources that capture pupils' interest. They give pupils good opportunities to explore topics for themselves and this helps them remember what they have learned. For example, pupils made outstanding progress in one lesson when they worked in groups to investigate different shapes. They respected each other's opinions, came to an agreement and then placed their shape in the chosen category. When asked to justify their decision they did so with confidence, remembering the criteria established at the start.

Teachers mostly plan well to meet the needs of the different ages and abilities in the class and this means that all groups do well. Occasionally, however, pupils have to sit for too long as a class and this restricts the progress of the most able groups. As one pupil said, 'Sometimes when we get to do our own work there is little time left.' There is some flexibility that allows high attaining pupils to spend some time with older pupils but this is not done sufficiently to make the best use of the small groups.

Teachers are successful in enhancing pupils' spiritual, moral, social and cultural development in lessons. They provide many opportunities for them to think deeply about issues such as the need to conserve natural resources and the hardships faced by some people in the world. Teachers promote strong moral values and give clear guidance on what constitutes right and wrong behaviour. Good links with contrasting schools in this country and overseas give pupils a good, first-hand awareness of the diverse faiths and cultures in the world.

Behaviour and safety of pupils

Pupils, as well as their parents and carers, rightly feel that behaviour is good. They say how much behaviour has improved with the new rules that pupils helped the teachers formulate. This view is supported by the marked decrease in incidents of poor conduct in the behaviour log over the last year. Pupils are adamant that there is no bullying or racism and that all feel safe in this small community. The procedures for dealing with any acts of aggression are made very clear so pupils know just what to do. Outside, they play happily and are quick to help anyone who appears upset. Pupils concentrate very well in class and remember the rules about putting their hands up to answer a question. They enjoy school and attendance rates are above the national average.

Pupils' good spiritual, moral, social and cultural development is very evident in the way they reflect on how their actions affect others. They have a very well-developed sense of right and wrong, as was seen when one group discussed the actions of the different people in the story about the Good Samaritan. They gave a balanced view that appreciated the qualities of the Samaritan while understanding why others might not have helped.

Pupils work well in groups and take good note of others' views. This makes an important contribution to learning, as was seen in one lesson when the youngest children helped each other find plastic letters buried in the sandpit. They are courteous to staff and each other and say how much they appreciate being, as one commented, 'like a big family'.

Pupils learn much about how to stay safe, and speak knowledgeably about the potential dangers of using the internet. Parents and carers agree that the school helps keep their children safe. The school council does a good job representing pupils' views and has made a valuable contribution to the provision of play equipment outside.

Leadership and management

The headteacher leads well, with high expectations of all members of the school community and ambitious goals for the future. Parents and carers, as well as pupils, comment on how much the headteacher has achieved in a short time. They particularly recognise the way he has improved behaviour and the provision for homework using the excellent 'learning logs'.

The headteacher leads the way in developing pupils' spiritual, moral, social and cultural awareness. He sets a good example by the sensitive way he communicates with pupils and staff and encourages all members of the school community to think how their actions affect others.

Accurate self-evaluation stems from detailed analysis of data on pupils' progress that identifies clear areas for improvement. Action to rectify weaknesses is swift and effective as can be seen in the way attendance and the tracking of pupils' progress have improved in the last year. This ensures the good promotion of equal opportunities and demonstrates the good capacity to make further improvements.

The school has developed robust systems to tackle any form of discrimination that help make the school a place where all pupils feel secure. The leaders work very closely with parents and carers, who value highly the new initiatives to inform them about school events and their children's learning.

The school has developed a broad and balanced curriculum with a good focus on literacy and numeracy skills while providing many opportunities for pupils to enhance their artistic talents. Music is a particular strength with good opportunities for pupils to sing and play instruments to a high standard. The curriculum benefits from a good range of visits and visitors to make learning interesting and an extensive range of popular clubs. Pupils' cultural development is enhanced by good provision for the

learning of French, Spanish and Mandarin Chinese.

Governance is good. The governing body is rigorous in working with the leaders to ensure that arrangements for safeguarding pupils meet government requirements. Members of the governing body share the leaders' ambitious goals for the future and have the skills to hold the leaders to account.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 March 2012

Dear Pupils

Inspection of Tugby Church of England Primary School, Leicester, LE7 9WD

Thank you for making me so welcome when I came to your school. I really enjoyed my two days with you. Those of you who were kind enough to speak to me or who filled in questionnaires said how much you enjoy your work. You think yours is a good school and I agree.

I saw how hard you work and how much you enjoy lessons. You make good progress, particularly in your reading, writing and mathematics. I was impressed with your good behaviour and how kind you are to each other. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people in the world who have too little to eat and try and help them by raising funds. The headteacher and senior staff know how to improve the school and help you learn even faster. You enjoy the activities provided and the many clubs at lunchtime and after school. I was pleased when you said how much your teachers make lessons fun and are really good at helping you when you find things difficult. They work closely with your parents and carers to make sure they know how well you are doing at school. All staff at the school take very good care of you and keep you safe.

Your teachers are always looking for ways to improve. I have asked them to improve the outside area for the youngest children, and make sure those of you who find learning easy make faster progress. You can help by taking every opportunity to work independently and produce your very best work every time.

I wish you well for the future.

Yours sincerely

Terry Elston
Lead inspector.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**