

Tenbury CofE Primary School

Inspection report

Unique Reference Number	116850
Local Authority	Worcestershire
Inspection number	358043
Inspection dates	28–29 September 2010
Reporting inspector	Peter Kerr

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Caroline Palethorpe
Headteacher	Jill Grant
Date of previous school inspection	30 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Seven teachers were seen teaching and 12 lessons observed. Inspectors held meetings with pupils, staff and governors. They observed the school's work, and looked at policies, minutes of meetings, teachers' planning, records of pupils' progress and a sample of pupils' books.

Questionnaire returns were received from staff, Key Stage 2 pupils and 36 parents or carers and their comments noted.

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

- The consistency of progress in lessons across the school.
- Progress in mathematics relative to English.
- How accurately the work of the school is evaluated.

Information about the school

The school is of average size for a primary school, the number on roll having fallen since the last inspection. It takes pupils from the small town of Tenbury and a wide surrounding area. The great majority of the pupils are from White British backgrounds and a few are looked after children. Only a very small number speak English as an additional language and none is at the early stages of learning English. A broadly average proportion of pupils is identified as having special educational needs and/or disabilities. The proportion with a statement of special educational needs is also broadly average. The stability in leadership reported at the last inspection was quickly followed by a period of rapid turnover in senior leaders and staff, culminating in the eventual appointment of a headteacher designate and five new class teachers in September 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education. Good progress in Year 6 during 2010 brought attainment up to broadly average from well below average in 2009. Progress is satisfactory overall, though not yet fully consistent across the school. Pupils learn well in English lessons because their targets guide lesson objectives. Individual targets are less evident in mathematics lessons. Standards are lower in mathematics than in English, partly because fewer more able pupils reach the higher level. Attendance is currently above average for this term, which is a significant improvement on the same period in 2009 and reflects the pupils' increasing enjoyment of lessons. Pupils feel safe in school, have a good understanding of how to stay healthy through diet and exercise, and are mature in the way they undertake various roles of responsibility within the school.

Teaching is currently satisfactory. Teachers have settled their classes well and set high expectations for behaviour and effort. Good lessons were seen that challenged the great majority of pupils, and an outstanding lesson in English enabled pupils of all abilities in Key Stage 1 to achieve well. Good marking in English accelerates progress because it includes detailed guidance for pupils on how to improve, but pupils do not always have sufficient time and support to respond to teachers' comments. Guidance through marking is less evident in mathematics. The wide variety of activities provided within and beyond the school day contributes to pupils' enjoyment of school. Care, guidance and support are satisfactory, but some paperwork is not fully up-to-date because of the significant recent staffing changes. These shortcomings are being addressed.

Leadership and management are satisfactory and the school has a sound capacity for continuing improvement. The new headteacher has established a strong sense of common purpose and ambition among the new staff, and middle leaders now feel valued and fully supported in their roles. The governing body ensures that the school meets its legal obligations and supports the school well, but self-evaluation is patchy and not all policies and guidelines are fully implemented and reviewed. The school's promotion of community cohesion is satisfactory. There are good local and international links and the school is beginning to establish links within the United Kingdom. However, the purpose of these initiatives is not clear enough to enable useful evaluations to be made of their impact on pupils' appreciation of diversity.

Good provision in the Early Years Foundation Stage ensures that children settle quickly and make good progress through Nursery and Reception.

What does the school need to do to improve further?

- Raise achievement from satisfactory to good by:

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- setting individual targets in mathematics as well as English and ensuring that lesson objectives are linked to them
- improving marking in mathematics so that it gives detailed guidance on how to improve, and by giving pupils sufficient time and support to respond to teachers' feedback in all subjects
- ensuring that mathematics lessons provide more able pupils with opportunities to apply and extend their skills through tackling challenging problems and investigations
- ensuring that progress is equally good in each year group.
- Make monitoring of the school's work more rigorous and effective by:
 - ensuring that all policies and procedures are fully implemented and regularly reviewed
 - ensuring that self-evaluation and plans for the school's improvement are continually updated.
- Improve the school's contribution to community cohesion by:
 - undertaking a more thorough analysis of the school's composition and context and using it to plan initiatives that address specific aspects of diversity
 - implement procedures to evaluate the impact of these initiatives on pupils' appreciation of diversity within as well as beyond the United Kingdom.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next Section 5 Inspection.

Outcomes for individuals and groups of pupils**3**

Attainment on entry to Year 1 is a little below average, especially in literacy. Learning and progress are good in most English lessons. Outstanding learning was seen in Year 2 when pupils extended their vocabulary for expressing emotions through well-structured discussions about an enjoyable animated video they had watched. Pupils collaborate well when inspired in this way, developing good workplace skills. In some mathematics lessons, learning is less successful because activities are not as closely matched to pupils' existing skills. Year 1 pupils were observed learning enthusiastically in mathematics, however, because practical and creative activities were incorporated well into the lesson. Some enthusiastically drew shapes with coloured chalks on the playground, while others made and discussed shapes in equally interesting activities within the classroom. Pupils make good progress developing skills with new technologies because of the many opportunities they have to practise them. For example, a small group of Year 6 girls were observed working together independently on creating an animation using a digital camera and models they had made. Looked after pupils and those with special educational needs and/or disabilities make similar progress to their peers in lessons because of good support by teachers and teaching assistants.

Attendance had been declining during the recent unsettled period but is significantly higher so far for this term than for the corresponding period last year. Behaviour is satisfactory overall, but occasionally some pupils become restless in lessons and require

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reminders about rules and expectations. Pupils' spiritual, moral, social and cultural development is good overall, but with areas for improvement in their cultural awareness. They are reflective, considerate towards each other and have a strong sense of moral responsibility. They have a good understanding of their immediate cultural heritage and they take part in a wide range of community and cultural activities such as recycling projects and musical workshops. However, whilst they are respectful of other cultures, pupils are not very knowledgeable about the religious and ethnic mix in the immediate, neighbouring and more distant communities within the United Kingdom.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Nearly all of the teachers observed are new to their classes and some new to teaching. Nevertheless, they have established calm, purposeful learning and are beginning to make lessons more enjoyable and productive. Planning is thorough and includes provision for all groups in the class including the more able and those whose circumstances make them vulnerable to under-achievement. The lower attaining pupils get good support in all lessons, but the extra work provided for the more able does not always stretch them enough, especially in mathematics. However, there are models of good practice within the school. For example, during a Year 4 mathematics lesson, more able pupils were overheard commenting that the investigative work they were doing was making their brains hurt.

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The rich curriculum, including opportunities for horse-riding and boys' dancing, ensures that the vast majority of pupils, including looked after children, can find something that interests and benefits them within the school week. Many of these activities rely on good partnerships within the local community. For example, pupils were observed deriving great enjoyment from a drumming workshop during the inspection, led by students from the local secondary school.

Care, guidance and support are satisfactory overall, with some strengths. Transition arrangements are good, and pupils with a wide range of individual needs are looked after well. However, because of previous disruption to teaching and leadership, some parents are unhappy with the information and guidance they receive. There has also been a lack of continuity in the implementation of some of the school's policies and procedures relating to pupils' care and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher designate has achieved much in an acting capacity during the previous term. Together with the governing body, she has successfully stabilised the staffing situation and set a clear course to tackle remaining weaknesses. Discussions with staff at all levels reflect a strong common sense of purpose and optimistic determination to raise standards across the curriculum. The necessity to prioritise these tasks has led to gaps in policy review and formal school self-evaluation. However, the headteacher and staff are clear about their immediate priorities for improvement and are on the way to producing medium and long-term plans based on accurate self-evaluation. For example, mathematics is rightly set as the next priority for attention in January. The headteacher's evaluation of teaching is accurate and her support for teachers is effective in building their confidence and improving their performance.

The governing body ensures that the school fully complies with equality of opportunity regulations and oversees sound procedures for safeguarding of pupils. Fruitful partnerships have been maintained during staff changes so that the school has continued to offer a wide range of options for its pupils. The governing body is aware of areas that now need further attention and is working closely with the headteacher and local authority on these.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Nursery, as one parent put it, 'provides a bright welcoming environment for the children with plenty of activities to stimulate them'. As a result, the children are already becoming confident and independent learners. They play and talk happily and take an increasingly active part in whole-class sessions that help them to become familiar with the world around them. For example, they were observed describing the weather under the guidance of the teacher and confidently using computers. Good assessment and tracking of the children's progress shows that they come into the Nursery at very different stages of development. Some are confident early talkers, but an increasing proportion of children are experiencing delay in the development of language and communication skills. This was evident in the way the children talked with each other and adults during the inspection. Overall, the children make good progress from a below average start in the Nursery.

Good progress is maintained in Reception, where staff skilfully interact with children as they play, to guide their learning. For example, children asked adults how to write particular numbers while playing with containers full of dinosaurs and were then shown how to do so. This capitalised on the children's interest and so made learning more relevant and memorable. However, despite good overall progress, some children have still not reached all the Early Learning Goals before they finish in Reception, particularly some key goals relating to language communication and literacy. The school caters for this through continuing opportunities for supported learning through play in Year 1. Regular outdoor sessions are organised during the day and the children were observed deriving great enjoyment from a rainy visit to the forest schools area, especially the mud slide. However, the buildings restrict free-flow between the indoor and outdoor areas so that the children's choices have to be more closely supervised than is desirable. The school is aware of these limitations and the governing body is already considering options for

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modifying the buildings to make them more conducive to best Early Years Foundation Stage practice.

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

The low number of returns may reflect the fact that there has not been much time for parents and carers to make up their minds about the quality of the new leadership and teaching team. As one parent commented, 'It is difficult to assess because this term most of the teachers are new and we are only in the first few weeks of the new year.' Twenty per cent or more of respondents were unhappy with their children's progress, with the information they receive and with the extent to which the school takes their views into account. However, some explicitly state that their concerns relate to the previous regime and some say they hoped it would be better under a permanent headteacher. The inspection found that all these aspects of the school are satisfactory, and some are improving. For example, termly rather than yearly parents' meetings have already been arranged in response to one of the suggestions received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tenbury CofE Primary 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	42	20	56	1	3	0	0
The school keeps my child safe	16	44	19	53	0	0	1	3
My school informs me about my child's progress	9	25	20	56	5	14	2	6
My child is making enough progress at this school	9	25	17	47	7	19	3	8
The teaching is good at this school	10	28	23	64	2	6	1	3
The school helps me to support my child's learning	8	22	22	61	4	11	2	6
The school helps my child to have a healthy lifestyle	10	28	24	67	1	3	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)	8	22	21	58	3	8	0	0
The school meets my child's particular needs	7	19	21	58	6	17	1	3
The school deals effectively with unacceptable behaviour	9	25	21	58	2	6	2	6
The school takes account of my suggestions and concerns	4	11	24	67	7	19	1	3
The school is led and managed effectively	5	14	25	69	1	3	3	8
Overall, I am happy with my child's experience at this school	8	22	22	61	4	11	1	3

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



30 September 2010

Dear Pupils

Inspection of Tenbury CofE Primary School, Tenbury Wells, WR15 8BS

Thank you for welcoming my colleagues and me into your school. We enjoyed talking with some of you, watching you learn and looking at some of your work on display and in your books. We found that your school now provides a satisfactory education following a period during which many of you had lots of different teachers. These are the things we liked most:

- your friendliness and good manners
- the way you work well together in class and take on responsibilities around the school
- your knowledge of how to stay safe and keep healthy
- your progress in English, especially in writing
- the many different activities open to you like the forest school in lesson time and all the after-school activities

We have asked your headteacher, teachers and the governing body to do a few things to make your school a good school again. These are:

- to make sure all classes learn equally well and that you have targets in mathematics as well as in English
- to give you plenty of time to correct and improve your work
- to make sure all the guidelines the school has are closely followed
- to help you to understand more about the different cultures and religions in different parts of your country and the wider world.

You can help by behaving as well as you can in lessons and trying your hardest to reach the targets that will be set for you. I wish you all well for the future.

Yours sincerely

Peter Kerr

Lead inspector

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