

Tenterfields Primary School

Inspection report

Unique Reference Number	103794
Local Authority	Dudley
Inspection number	355462
Inspection dates	29–30 September 2010
Reporting inspector	Roy Bowers HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Melanie Case
Headteacher	Keith Butler
Date of previous school inspection	1 November 2007
School address	Tenterfields Halesowen B63 3LH
Telephone number	01384 818560
Fax number	01384 818566
Email address	kbutler@tenter.dudley.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

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Introduction

This inspection was carried out two of Her Majesty's Inspectors and one additional inspector. Twenty five lessons were observed and all 14 teachers seen. Inspectors held meetings with a group of governors, the special educational needs coordinator, the Early Years Foundation Stage manager, a group of pupils and senior leaders. They observed the school's work, and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 82 questionnaires from parents and carers.

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

- The attainment and progress of different groups of pupils in writing.
- The effectiveness of teachers' use of assessment in lesson planning and in guidance to accelerate pupils' achievement.
- The effectiveness of leaders at all levels in driving school improvement.

Information about the school

The school is slightly larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities has been increasing steadily over recent years and is currently broadly average. Most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special educational needs is below average. There is a lower than average percentage of pupils from minority ethnic groups and few pupils speak English as an additional language. There is a before-school and after-school care club, which is managed by the school's governing body and formed part of this inspection. The school has achieved many external accreditations including the national Healthy Schools status. The current headteacher commenced his duties in April of this year following the retirement of the previous post holder. Shortly after this appointment, the headteacher reorganised the senior leadership team. A new manager of the Early Years Foundation Stage was appointed and began her duties at the start of this term.

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 standard of education. Most pupils say that they enjoy coming to school and the very large majority of parents and carers agree. The school works effectively with outside agencies to ensure that the most vulnerable pupils are cared for well. In the Early Years Foundation Stage, good teaching, a well-balanced curriculum and strong leadership and management help children to achieve well.

Following the last inspection, pupils' attainment at the end of Key Stage 2 declined steadily year on year and in 2009 it was below average. Improved monitoring systems recently implemented by senior leaders have added rigour to the school's self-evaluation. Consequently, all leaders have an accurate view of the school's strengths and weaknesses and know what they need to do to improve. Several initiatives have recently been implemented but are only just beginning to have a positive impact on raising pupils' achievement.

Pupils' progress for all groups in Key Stages 1 and 2 is no better than satisfactory because there is not enough good and outstanding teaching. Although senior leaders have recently worked hard to improve teachers' use of assessment information, it is not yet embedded. In many lessons, especially writing, teachers are not clear enough about how to use the assessment information to plan precisely what they want pupils to learn and then guide them through the small steps which help ensure effective learning. In some lessons, teachers talk for too long and pupils, especially the boys, lose interest. Although there is some good marking which gives pupils' clear guidance on how to improve their work, it is not consistent. A system for setting targets for individual pupils has been introduced. However, very few pupils can understand the relevance of the targets to their learning in lessons and consequently they have little impact on raising achievement.

Pupils' attainment in reading and mathematics is average in most year groups but lower in writing, particularly for boys. The major factors that account for this are that teachers' planning does not focus enough on systematically building up writing skills, and teachers do not regularly make writing exciting and relevant to pupils' experiences, especially for the boys, by providing them with opportunities to write, especially in lessons other than literacy.

Staff say that the new senior leadership team has brought additional vigour to the school. All staff share a strong sense of common purpose, with raising pupils' achievement at its core. Recently implemented pupil progress meetings between teachers and senior leaders have heightened teachers' feeling of accountability for the progress made by the pupils. However, the monitoring and evaluation skills of some of the senior leaders are not developed well enough to bring about rapid improvements in all aspects of the school's work. The headteacher and governing body acknowledge that there is a weakness in communication between home and school and have plans to resolve this. Accurate self-

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evaluation, the recent improvements made to the outcomes for children in the Early Years Foundation Stage and the many initiatives established to raise pupils' achievement in Key Stages 1 and 2 show that the school has satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise the achievement of all pupils, but especially boys, in writing by:
 - implementing a clear progression of writing skills
 - providing pupils with more opportunities to write which are exciting and relevant to their experiences, especially in lessons other than literacy.
- Ensure the majority of teaching is good or better by ensuring that:
 - all teachers use the assessment information to plan precisely what they want pupils of all levels of attainment to learn and then guide them through the small steps which help ensure effective learning
 - the quality of marking and target-setting is improved so that they have a greater impact on helping pupils learn
 - teachers do not talk for too long, and engage pupils quickly in their learning.
- Ensure that the monitoring, evaluation and school improvement skills of all leaders are fully developed.
- Improve the communication with parents by:
 - informing them more effectively about how they can help support their child's learning
 - ensuring that they know how well their child is doing at school.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The decline in pupils' attainment at the end of Key Stage 2 has been halted and attainment is now beginning to rise. Pupils' learning in lessons and their progress over time are good in the Early Years Foundation Stage and satisfactory in Key Stages 1 and 2. Pupils learn well in those lessons where the work they are given is challenging, motivating and relevant to their experiences, and skills are built up systematically. However, this is not achieved consistently in lessons across the school, especially in writing. Consequently, pupils' achievement in writing is lower than in other subjects.

Pupils with special educational needs and/or disabilities and those who speak English as an additional language make similar progress to their peers in all subjects because they receive individual support from teachers and teaching assistants.

Pupils have a good understanding of how to lead healthy lifestyles and are keen to take part in the many extra-curricular sports and activity clubs. They have a good knowledge of many of the factors which can adversely affect their health. Although pupils' behaviour is usually good, in lessons when the activities lack challenge or teachers talk for too long,

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some pupils, especially boys, become inattentive and, very occasionally, disrupt the learning of others. Pupils say that they are confident that any concerns they raise with teachers will be taken seriously and action taken. However, they have less confidence when they are being supervised during the lunchtime break.

The school council has been actively involved in helping the governing body to make decisions about the recruitment of senior leaders, including the headteacher. However, opportunities for pupils to influence decisions about their learning or how to make a greater contribute to the wider community are not as well developed.

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	3
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	3

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?

Over recent months, senior leaders have introduced a number of initiatives to improve the quality of teaching. These initiatives, combined with a new teaching appointment, have had a significant impact in the Early Years Foundation Stage, where the quality of teaching is now consistently good. In Key Stages 1 and 2, the rate of improvement has been much slower, and although there is some good and occasionally outstanding teaching, too much is no better than satisfactory. In many lessons observed during the inspection, because teachers were not focused enough on pupils' learning, they often spent too much time talking to the pupils about the activities they were to undertake. Where this occurred, many pupils could not keep their concentration or maintain their motivation to learn. In many of the writing lessons observed, pupils were not guided well enough through the

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progression of skills which would help them improve their writing, and the work given to the pupils, especially the boys, did not motivate them to learn.

The curriculum is enriched well through a good range of extra-curricular activities. However, the school is aware that the curriculum is not yet planned well enough to show a clear progression of skills and knowledge in all subjects.

Pupils who are experiencing social and emotional difficulties are cared for well through additional support and effective links with external agencies. The before-school and after-school club provides a good standard of care and helps pupils engage well in a variety of activities. The headteacher is aware that provision for the care of pupils at lunchtime is less well developed.

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The recently appointed headteacher has high aspirations and is determined to develop and improve the quality of education provided by the school. Working with staff and the governing body, he has begun to implement many new initiatives for improvement. The rigour of many of the existing monitoring systems has been increased and teachers' understanding of their accountability for pupils' progress has been heightened. However, these developments are not yet having a significant impact on improving the quality of pupils' learning in lessons. All senior leaders are keen to increase their monitoring, evaluation and school improvement skills so that they can have an even greater impact on improving the quality of teaching and learning and raising pupils' achievement. The effectiveness of the governing body is satisfactory. Senior leaders are now providing more detailed information that is enabling the governing body to hold the school to account for all aspects of its work.

The school's commitment to equal opportunities and tackling discrimination is shown through its care for those pupils with social and emotional difficulties and the additional emphasis the senior leaders have placed on tracking the progress of minority groups. Although pupils have a satisfactory knowledge of world faiths, the school is aware that the promotion of pupils' experiences of the diversity of cultures in the United Kingdom and globally are at the early stages of development. At the time of the inspection, nationally required safeguarding checks had been undertaken by the school and child protection arrangements were secure. All staff spoken to showed a sound knowledge of child protection processes and procedures.

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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	3
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

Children enter school with a range of skills that are broadly at the levels expected for children of this age. As a result of good partnerships with the pre-school in the Children's Centre and good relationships between Nursery and Reception staff, induction procedures are good. Parents and carers say they are pleased with how quickly their children settle into school life. Consistently good teaching and a caring and stimulating environment enable children to flourish as they move through Nursery and Reception. The few children who have special educational needs and/or disabilities or who speak English as an additional language are effectively supported to enable them to progress as well as their peers. There is much enjoyment as children work and play, inside and out. The outdoor area effectively promotes learning in all areas. Adults plan and provide a good range of well-resourced activities, some of which are child-initiated and others that are adult-focused. They understand how children learn and know when to interact and when to stand back and observe.

The recently appointed Early Years Foundation Stage leader has quickly identified areas for development. Improvements such as organising the curriculum more effectively and placing more focus on children's personal and social development have already started to have a positive impact on children's learning. Consequently, children are making good progress and are on course to exceed the expected levels by the time they move into Year 1. Procedures to assess and record children's progress are detailed, thorough and effective. Individual needs are carefully addressed. Behaviour is good and sometimes outstanding.

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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 very large majority of parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were very happy with their child's experiences at school. Most expressed confidence in the leadership and said that they felt that their child enjoyed school, was safe and was encouraged to adopt a healthy lifestyle. However, a few parents and carers expressed concern about certain aspects of communication between home and school and about the way the school manages pupils' behaviour. The inspectors found that most pupils behave well, but there are a very small number of occasions, especially at lunchtime, when pupils are not managed well enough. Communication between home and school was discussed with the headteacher, who already had plans in place to improve this aspect of the school's provision. The few other negative individual comments made on the questionnaire or discussed with the inspectors were investigated and taken into consideration before judgements were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tenterfields 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	46	40	49	2	2	2	2
The school keeps my child safe	36	44	43	52	3	4	0	0
My school informs me about my child's progress	21	26	44	54	9	11	0	0
My child is making enough progress at this school	27	33	44	54	6	7	0	0
The teaching is good at this school	30	37	37	45	4	5	0	0
The school helps me to support my child's learning	24	29	43	52	10	12	0	0
The school helps my child to have a healthy lifestyle	33	40	44	54	3	4	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)	22	27	36	44	3	4	1	1
The school meets my child's particular needs	24	29	46	56	6	7	0	0
The school deals effectively with unacceptable behaviour	19	23	39	48	9	11	6	7
The school takes account of my suggestions and concerns	22	27	39	48	7	9	1	1
The school is led and managed effectively	27	33	44	54	3	4	0	0
Overall, I am happy with my child's experience at this school	42	51	33	40	5	6	0	0

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.



1 October 2010

Dear Pupils

Inspection of Tenterfields Primary School, Halesowen, B63 3LH

Thank you for making our recent visit to your school such an enjoyable experience. We much appreciated meeting you, visiting your lessons and hearing what you thought about the school. You told us lots about how to stay healthy by eating well and taking plenty of exercise. We were pleased that most of you say that you enjoy coming to school, and your parents and carers agree. We were very impressed with those of you in Nursery and Reception. You are learning well and you do so many exciting activities.

Most of you are making satisfactory progress, but some of you could be doing even better, especially with your writing. Although teaching is satisfactory, we want it to improve. We have asked the headteacher to make sure that, in all your lessons, the teachers give you work which is not too easy or too hard, and then carefully guide you through the small steps that will help you succeed. Although teachers mark your work regularly and set you targets to help you improve, we think that these could be even better. To help you improve your writing skills, especially those of the boys, we have asked the teachers to make sure that your work is exciting and you are given more opportunities to practise your writing skills in many different subjects.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers help you improve by looking very carefully at the progress you are making and ensuring that you do even better. The headteacher has also said that he will make sure that your parents and carers get more information so that they can help with your learning.

You can help by always doing your best, especially with your writing.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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