

Tivetshall Primary School

Inspection report

Unique Reference Number	120861
Local Authority	Norfolk
Inspection number	358862
Inspection dates	17–18 February 2011
Reporting inspector	Alan Jarvis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	19
Appropriate authority	The governing body
Chair	Keith Ambrose
Headteacher	Sue Cooke
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by an additional inspector. Five lessons were observed and three teachers were seen together with sessions taught by teaching assistants. Meetings were held with staff, representatives of the governing body and a group of pupils. The inspector observed the school's work, and looked at information about pupils' progress, evidence of monitoring, the school development plan, a variety of policies and safeguarding documentation. In addition, he analysed the questionnaires returned by 15 parents and carers, five members of staff and eight pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How well do pupils progress in the two mixed-aged classes?
- What impact do teaching and assessment have in the mixed aged classes?
- How well does the school provide for pupils who have circumstances that make them vulnerable?
- How strongly is the school's monitoring and evaluation of provision driving improvement further?

Information about the school

The school is much smaller than average. It is federated with its neighbouring primary school with which it shares a headteacher and governing body. There are two classes. Pupils in the Early Years Foundation Stage and Key Stage 1 are taught in one and those in Key Stage 2 are taught in the second. The number of pupils known to be eligible for free school meals is above average. All pupils are White British. Currently the proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have speech, language and communication, moderate learning or behavioural difficulties. The school has achieved the International Schools (Silver) and Eco Schools (Green Flag) Awards.

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

Tivetshall Primary is a satisfactory school. Parents and carers are extremely positive about the school. Typically they comment that 'children work and play together like a family and look after each other no matter what age they are'. This is reflected in pupils' good behaviour and good attendance. The school's strengths lie in the good care and enrichment of the curriculum, and its commitment to the local community. Together these ensure pupils enjoy school, feel safe and make a strong contribution to village life. Pupils whose circumstances make them vulnerable are well integrated and are happy in school. The good support they receive is particularly effective in improving their social development, attendance and behaviour.

Children in the Early Years Foundation Stage (EYFS) are supported well in their learning in sessions led by teaching assistants. Consequently, children make good progress in these. However, faster progress is limited because there are not enough activities of a good quality for children to choose from when working independently. Attainment at the end of Year 6 has been broadly in line with national averages over the last three years and all groups of pupils make satisfactory progress in both classes.

Teaching and assessment have a satisfactory impact in the mixed-aged classes. While there is more good teaching than the last inspection there is not enough to accelerate pupils' progress further. Assessment information is not used consistently well to plan lessons which regularly challenge all pupils. Marking is often strong on praise and correction but does not routinely identify pupils' next steps in learning. Opportunities are missed to sustain a good pace in learning through listening to, observing and questioning pupils in order to reshape tasks which move them onto the next level.

The curriculum supports pupils' personal development well. It has a satisfactory impact on their academic progress. Outside the 'core' curriculum interesting topics such as 'World War II' allow learning in depth and forge links between subjects. For example, there are often good cross-curricular links to drama, art and information and communication technology in topics. While literacy and numeracy skills are used to good effect in topic work in Key Stage 1 there are not enough opportunities in the Key Stage 2 class for pupils to extend their writing and numeracy skills in the topics they study.

The headteacher's work is well regarded in the community. She has had much success in cementing the work of the school and its federated partner. The school's self-evaluation is accurate and provides leaders with a clear idea of where improvements are needed. However, priorities within the school development plan are not sufficiently focused on raising pupils' academic achievement. The monitoring of teaching provides leaders with a reasonably clear picture of how good this is but does not identify systematically enough how teaching can be improved. In addition, the current system for tracking pupils' progress, while being used to set reasonably challenging targets, is not robust enough to

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provide leaders with a good overview of how well individuals are progressing. This limits teacher's ability to provide pupils with carefully tailored support to boost their learning and progress. The school has demonstrated a satisfactory capacity for improvement by improving the quality of care, enhancing the accommodation, implementing a more practical curriculum and forging stronger links with the community and other partners.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the amount of good teaching so that pupils' progress quickens by:
 - ensuring assessment is used more effectively to challenge all pupils
 - using questions and observations of how well pupils are progressing in order to reshape tasks and explanations to sustain a good pace to learning
 - ensuring marking consistently pinpoints pupils' next steps in learning
 - enhancing the quality and frequency of independent learning activities in the Reception year.
- Provide more opportunities for pupils in the junior class to develop their writing and numeracy skills in a variety of subjects.
- Ensure leaders, including the governing body, monitor and evaluate the performance of the school and so improve academic outcomes by:
 - ensure the school development plan gives more priority to raising pupils' achievement
 - rigorously monitoring teaching and learning
 - tracking pupils' progress more closely to gain a better overview of how well pupils are progressing so that their academic needs can be met.

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

The pupils enjoy school and willingly take on responsibility to make a good contribution to school life. All pupils are part of the school council. Together they have raised money for a number of charities, planned an activity week which culminates in an overnight camping session and put on a Christmas production for parents and carers. Their good awareness of environmental issues is developed through tending to chickens and developing an eco-area in the school grounds.

Pupils eat healthily. Their level of participation in sports and exercise is better than typically found. They have a good understanding of internet safety. This was clearly evident in a short animation which warns of the dangers of giving away information on the Internet entitled 'Beware the personal information monster'. They are tolerant young people who have a good sense of right and wrong and fairness. As part of their study of a range of festivals, they have visited a mosque and a culturally diverse school in Peterborough where they mixed well with pupils and adults from contrasting backgrounds. This has helped them form a good understanding of how other people lead their lives. One

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pupil came to the view that 'They have the same feelings and many common values that we have'.

The extremely small numbers in each year group mean that national test results can swing widely. They are not a helpful guide to standards. Lesson observations, the school's data and work in pupils' books collectively show that all groups of pupils are making satisfactory progress throughout the school. Overall, the progress of boys and girls is broadly similar. Their average attainment and good attendance prepares them satisfactorily for their next stage of education.

In lessons, the pupils are attentive and enjoy working in pairs in both classes. In one mathematics lesson, the younger pupils worked steadily together on practising their counting skills while the older pupils worked more independently finding numbers, such as the number 13, which can only be divided by itself and one. Teaching assistants offer close support to pupils with a special educational need and/or disability and leads to them making satisfactory progress.

Pupils' writing is developing satisfactorily. However, the older pupils do not consistently use imaginative vocabulary and or apply more advanced punctuation to reach the higher level in literacy lessons or in topic work. In mathematics, the balanced curriculum ensures pupils have appropriate opportunities to develop their number skills, understand the properties of shapes and solve a range of problems. In one lesson pupils showed they could work at a brisk pace. When suitably challenged they worked out many ways of solving problems such as, 'If my answer was 24 what would my question be?' using multiplication and division.

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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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
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?

Although some teaching is good there are inconsistencies in how well activities are matched to challenge the wide range of ages and abilities in each class. This means that pupils make satisfactory rather than good progress. Typically clear objectives are shared with pupils and teaching assistants are deployed well. In the best teaching, a series of quick fire questions and tasks offered consistently good challenge. As the lesson proceeded, the teacher asked individual pupils, 'How would I challenge you next time' which helped set a goal for the future and raise aspirations. In other lessons, although little time was wasted, the work set was not as well tailored to individual needs and for some pupils it was too easy. Pupils are increasingly being asked to assess their own progress. While they have a clear understanding of their targets these do not routinely feature in lessons to give an added focus to learning.

The curriculum provides a sound preparation for pupils' next stage of education in all required subjects and French. It is adapted to ensure that pupils whose circumstances make them vulnerable are provided with a curriculum which is adequately matched to their needs. Memorable visits out, regular visitors to school, and a yearly residential trip help pupils widen their interests and gain a good awareness of the wider world around them. Sports activities have a high take up and are much enjoyed together with the after-school film, netball and basketball clubs.

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The pupils are cared for and supported well. Adults go 'the extra mile' to ensure pastoral support is carefully tailored to those pupils whose circumstances make them potentially vulnerable. In addition, they work very closely with parents and carers to help them access specialist support services so everyone can work successfully together to overcome any barriers to learning. Good support is given to pupils with specific educational needs and they are well support with adult help, resources and equipment. Good arrangements are in place when pupils transfer to secondary school to ensure that they settle in well.

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	2

How effective are leadership and management?

The headteacher and governing body are ambitious to quicken pupils' academic progress and to improve the school's effectiveness. This has not happened quickly enough in the past because there has been insufficient focus on raising achievement within the school development plan. Monitoring of teaching has helped some teaching improve but not enough attention is paid to evaluating the impact teaching has on pupils' outcomes and to pinpoint more precisely what needs to be done to make it better. The current system of tracking pupils' progress is being transferred to a computer-based system to enable leaders to analyse it in more detail and track pupils' progress more closely. Although discrimination is tackled well, remaining variations in the quality of teaching and the use of assessment information means that the promotion of equal opportunities is satisfactory.

The school runs smoothly on a daily basis. Joint working arrangements with its federated school have brought benefits such as cost efficiencies, joint staff development and more opportunities for pupils to work together. The governing body provides satisfactory oversight of the work of the school and plays an active part in school life. They rightly recognise that the challenge they now face is to be more fully involved in evaluating the performance of the school and to bring about the necessary improvements in pupils' progress. Their safeguarding procedures are good, especially in ensuring the school site is safe and that child protection procedures are well known and implemented by all staff. In addition, their work on community cohesion has had a good impact. The school knows the local community and its needs well and pupils take part in many community events. Good links are established with schools in contrasting communities such as one in Peterborough and one in France that reflects an international link that has been forged.

The school's sports partnership with the local high school has given all pupils the opportunity to compete in a range of sporting activities and competitions which they enjoy. In addition, good partnerships with a range of agencies make a good contribution to pupils' care and personal development, especially those who have additional learning

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needs or whose circumstances makes them potentially vulnerable. Pupils' learning is extended by good sporting links and shared activities put on jointly with its partner school. Partnerships with parents and carers have been strengthened. Regular newsletters, written by the pupils and close daily contact with many parents and carers ensures channels of communication run smoothly and their views are valued.

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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter school with different levels of knowledge, skills and needs year by year. Typically over the past three years the majority of children have made satisfactory progress to begin Year 1 with average attainment. The two children in the current Reception class are being well supported and are making good progress in their personal, social and emotional development. This is because adults constantly model skills such as taking turns, sharing and being polite.

The outdoor area is much improved and there is an appropriate balance between activities inside and outside over the course of the week. For example, children enjoyed using their imagination in an outdoor spaceship. This led one to draw how the spaceship was travelling using words such as 'blast off' and 'zoom'. Children's achievements are regularly assessed and these are used to provide them with a range of activities across all areas of learning which satisfactorily sustains their interest and meets their learning needs. Good support is given to any pupil who needs extra help in their language development, as was seen in a listening walk outside. One child heard the sound of chickens, dogs and birds and was able to draw some basic letters associated with the sounds of the words. During the inspection not enough time was spent on children sharing experiences with the older children in the class. In addition, children did not have enough opportunities to choose

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activities. Those that were available were not as well developed as those provided during taught sessions.

There are good links with parents which start with the induction process. Robust steps are taken to safeguard children. The Early Years Foundation Stage leader has brought provision in line with requirements and is keen to work with partnership colleagues to further improve her skills and the outcomes for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was much higher than normally found. The inspection evidence confirms their positive views. They are particularly pleased about how happy their children are at school, how well it is led and managed and how safe their children are at school. Comments such as 'the school offers considerably more than the academic curriculum' and 'as a parent you really feel involved in school life' were typical of those written on the questionnaires returned.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tivetshall 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 inspector received 15 completed questionnaires by the end of the on-site inspection. In total, there are 19 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	87	2	13	0	0	0	0
The school keeps my child safe	13	87	2	13	0	0	0	0
My school informs me about my child's progress	9	60	6	40	0	0	0	0
My child is making enough progress at this school	9	60	5	33	1	7	0	0
The teaching is good at this school	12	80	3	20	0	0	0	0
The school helps me to support my child's learning	11	73	4	27	0	0	0	0
The school helps my child to have a healthy lifestyle	11	73	4	27	0	0	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	53	7	47	0	0	0	0
The school meets my child's particular needs	10	67	4	27	1	7	0	0
The school deals effectively with unacceptable behaviour	10	67	5	33	0	0	0	0
The school takes account of my suggestions and concerns	11	73	4	27	0	0	0	0
The school is led and managed effectively	12	80	2	13	0	0	0	0
Overall, I am happy with my child's experience at this school	14	93	1	7	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



21 February 2011

Dear Pupils

Inspection of Tivetshall Primary School, Norwich, NR15 2BP

Thank you for welcoming me to your school. Special thanks are due to the school council for sharing their views and the pupils from Year 6 who kindly read to me. Yours is a satisfactory school. This means that it does a number of things well but could do some things better.

Best of all, you like the 'family feel' that the school has and look after each other well. The popular clubs, visits and sporting opportunities help you develop well as individuals. You enjoy keeping fit and healthy and know how to keep safe on the internet. You told me how much you like getting involved in the local community and how your visits to a school in Peterborough and a mosque taught you a lot about other peoples' lives. Adults in the school know you as individuals, and that means that you feel safe and always have someone to turn to if you need help. Most of you make satisfactory progress and reach average attainment in reading, writing and mathematics by the end of Year 6.

I have asked the headteacher to make some improvements so that you make faster progress. To help I have asked your headteacher and the governing body to:

- give the Reception children more challenging activities to choose from
- ensure your teachers plan lessons that always challenge you and that their marking better pinpoints your next steps in learning
- give pupils in the junior class more opportunities to develop their writing and numeracy skills in topic work
- be more thorough in the way they check your progress and that their plan for improving the school is working as well as it can.

There are many things for you to be proud of in such a small school. You can help now by being trying to quicken you progress and working hard at your targets.

Yours sincerely

Alan Jarvis

Lead Inspector

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