

Tilery Primary School

Inspection report

Unique Reference Number	111660
Local Authority	Stockton-on-Tees
Inspection number	363781
Inspection dates	5–6 July 2011
Reporting inspector	Andrew Johnson 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	299
Appropriate authority	The governing body
Chair	Mr Chris Coombs
Headteacher	Mr John Repton
Date of previous school inspection	28 April 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eighteen lessons were observed and 13 teachers were seen. Inspectors spoke to some parents and carers in the morning when they left their children at school. They held meetings with groups of pupils, governors, staff and representatives of the local authority. They observed the school's work, and looked at many documents including pupils' work, the school development plan and evaluation reports, observation records and safeguarding policies and procedures. Inspectors examined 73 questionnaires returned by parents or carers, 90 from pupils in Key Stage 2 and 18 returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's success in addressing the areas for improvement identified at the last inspection, when it was given a notice to improve.
- The impact of senior managers on improving the quality of teaching and learning.
- The role of the governing body in setting the strategic direction of the school and evaluating its strengths and areas for improvement.

Information about the school

Tilery is a larger than average primary school, situated in the centre of Stockton. The proportion of pupils known to be eligible for free school meals is three times the national average. Mobility into the school during Key Stage 2 is high. It welcomes children from asylum seeking families and provides placements for up to 10 pupils with moderate learning difficulties. The proportion of pupils who have special educational needs and/or disabilities is above average. The majority of pupils come from families of White British heritage.

The Early Years Foundation Stage includes a 26-place Nursery. There is a popular breakfast club and an after-school club. The adjoining community centre provides educational and recreational facilities. It was planned to redevelop the school buildings but it is unclear if this will come to fruition. The school holds the Healthy School, Activemark and Eco School award. It was given a notice to improve at the time of its last inspection due to its inadequate arrangements with regard to safeguarding pupils.

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?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Significant improvements have been made in relation to the school's arrangements for safeguarding pupils and they meet statutory requirements. Tilery is a very inclusive community and tackles discrimination effectively. A belief in equality lies at the heart of the school's philosophy. Outcomes for different groups of pupils show variation but the most recent school data on achievement shows that gaps are closing and overall achievement is good. A striking aspect of the school is the key role it plays in promoting the cohesion of its local community through the many social and cultural events in which it plays an instrumental role.

Tilery Primary School is a warm and friendly place. Outstanding pastoral care results in pupils' excellent personal, social and emotional development. Pupils enjoy school and say they feel safe. They behave in a mature and sensible way and attendance is above average. Exclusions rates are very low. Pupils told inspectors that bullying and racial harassment incidents are very rare and that they had great confidence in the support they received from staff. An overwhelming proportion of parents and carers are happy with the work of the school. The school responds especially well to pupils who are potentially vulnerable through its excellent links with carers and support agencies.

When children start Nursery the vast majority have levels of social and emotional development and communication skills that are well below those expected for their age. By the time they leave school at the end of Key Stage 2, the attainment of pupils in English is in line with national standards and above average in mathematics. They are well prepared for transition to secondary education. They make good progress in developing skills, knowledge and understanding in a wide range of subjects through effective teaching. Teaching assistants also make a very good contribution to pupils' learning and care. Pupils with special educational needs and/or disabilities make equally good progress as their peers. This is particularly notable as many of them join the school in Key Stage 2 having had difficult or unsuccessful previous educational experiences.

Managers track pupils' progress through frequent assessment and recognise that good overall learning is not always as consistent as it could be. This is because in a minority of lessons assessment information is not used to personalise learning to meet the needs of individual pupils. Sometimes there is an imbalance between the time pupils spend in whole groups, small groups or learning independently. This has a particular impact on the more-able pupils who are sometimes insufficiently challenged by their work.

The school ensures pupils are provided with lively and memorable activities through its good curriculum. Trips both locally and abroad offer pupils an excellent opportunity to

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broaden their knowledge and understanding of the wider world. Popular sporting and musical activities have high levels of participation.

Senior staff have carried out a robust evaluation of the school and accurately identified weaknesses, although sometimes they underestimate strengths. Plans and targets for improvement are clear and ambitious. The governing body has improved its work to ensure statutory requirements are met and it provides effective support to the school. However, it has a more limited impact on setting the strategic direction of the school and measuring its success. The restructured management team and the new approach they have adopted have had a significant impact on improving many aspects of the school's work.

Based upon its track record of improvement the school demonstrates it has a good capacity to improve and provides good value for money.

What does the school need to do to improve further?

- Improve the progress of the more-able pupils by:
 - – ensuring assessment information is used consistently well to set appropriate targets for all groups of pupils
 - – ensuring there is an appropriate balance in lessons between independent learning and whole-group activities.
- Ensure the governing body is more influential in determining strategic direction and is better able to evaluate school performance.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and their good behaviour makes a strong contribution to the progress they make in lessons. They are curious and keen to volunteer answers in class because of the stimulating curriculum they are offered.

Pupils enter Year 1 having made good progress in the Early Years Foundation Stage but many still have levels of attainment that are slightly below average. Historically, the progress they make in Key Stage 1 has been slow but this has improved and is now at least satisfactory. Good progress in Key Stage 2 enables attainment to rise even further. Over the last three years, there has been a steady trend of improvement in attainment to broadly average levels in English and above average levels in mathematics. Pupils with special educational needs and/or disabilities and those from minority-ethnic groups or who speak English as an additional language often join the school in Key Stage 2 with low levels of attainment. They make good progress due to the excellent support they receive. Girls' attainment tends to be higher than boys but this gap is beginning to narrow.

Pupils understand the importance of staying safe and healthy. They particularly enjoy taking part in a range of additional sporting activities. The healthy food served at the breakfast club is very popular and there is a high take-up of school meals. Pupils readily take on extra responsibilities such as membership of the school council. They know right from wrong and are sensitive to other people's feelings. The school welcomes pupils from a broad range of cultural and ethnic backgrounds. Pupils make a strong contribution to the local community through many charitable and cultural activities such as the 'Lantern Parade', which is seen by many as the highlight of the year.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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?

The quality of teaching has improved and is now good. No inadequate lessons were observed during the inspection and some aspects of teaching were outstanding. In the better lessons, teachers have high expectations of all pupils and closely match assessment information to the differing abilities of pupils. Teachers and pupils use electronic whiteboards effectively and information and communication technology is used well in other subjects to develop pupils' research skills. Teachers consistently share learning objectives with pupils to help them understand the purpose of the lesson and what it is expected they will learn. Where teaching is less effective, work is not sufficiently well matched to pupils' abilities. This is particularly the case for the more-able pupils who spend too much time listening to teachers' explanations in whole group situations and too little time carrying out tasks independently that are more challenging. Regular assessment and marking takes place, but not all teachers use this to best effect when planning lessons. For example, some lesson plans record what teachers and pupils will do rather than what pupils will learn.

The curriculum enables pupils to experience a wide range of exciting and creative activities. In the lessons observed a wide range of methods and resources were used to develop pupils' creativity and enhance reading, writing, information and communication technology and mathematics. After-school activities are very popular and participation

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rates are high. School sports teams are successful and the choir is appreciated in the local community at several events. Residential trips offer opportunities for travel and outdoor activities to many pupils. They improve their confidence, self-esteem and ability to work in teams.

The care, guidance and support the school offers are outstanding. Very well-targeted support for all pupils enables them to make the best of the opportunities provided by the school. Pupils are known as individuals and the challenging circumstances many face are tackled very effectively. This has a clear impact on ensuring vulnerable pupils make good progress academically and develop more effective personal skills. Teaching assistants make a very good contribution to pupils learning and care. Close links with parents, carers, specialist agencies and other schools ensure smooth transition both when children join the school and when they move onto secondary education.

These are the grades for the quality of provision

The quality of teaching	2
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	1

How effective are leadership and management?

Leaders are strongly committed to giving pupils the best possible start to their education. They have successfully created an inclusive school that has a significant impact on helping pupils become integrated members of society. In recent years, they have been more successful in evaluating the actions that are required to improve pupils' academic progress. As a result the quality of provision and pupils' achievement have improved. This demonstrates the school's good capacity to improve further. Self-evaluation provides a solid foundation for improvement, although on occasions opportunities are missed to celebrate the school's strengths. Members of the restructured leadership team have been particularly successful in introducing more effective systems to measure and improve progress. The observation of teaching and learning has become more robust and the school has worked well in partnership with the local authority. However, it is recognised that refinement might be necessary to this system to focus more consistently on the quality of learning rather than exclusively on formal teaching techniques.

The school makes a very significant contribution to community cohesion locally and a good contribution to promoting it more widely. The governing body provides a satisfactory level of support for the school, although is less able to set strategic direction and hold it to account. Together with the headteacher and staff, governors have worked well to develop and extend good partnerships to benefit pupils. The governing body ensures that all safeguarding procedures meet statutory requirements and meticulously checks policies 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	2
Taking into account: The leadership and management of teaching and learning	2
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	2
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	2

Early Years Foundation Stage

Many children join the Early Years Foundation Stage with levels of social and emotional development that are lower than those typical for their age. Most also have lower levels of communication skills than those expected. Children settle quickly and develop good relationships with staff and each other. Their confidence increases rapidly and their independence grows. They happily take part in a wide range of well-planned activities that are matched to their personal needs. Most children make good progress and by the time they leave Reception have been provided with a sound grounding to school. The needs of those with special educational needs and/or disabilities are quickly identified and they are well supported. Outcomes for children are therefore good overall.

Children enjoy playing and learning in the stimulating and safe environment that the school provides. There is a good balance between structured work and the development of reading through phonics and the opportunity for play. Indoor and outdoor activities are readily available. Parents and carers are very positive about the care and attention given to their children.

The quality of provision is good and improving due to good leadership and management. The leader of the setting has successfully introduced a number of improvements to resources, provision and the recording of progress. The school has correctly identified the strengths of the Early Years Foundation Stage and what could be done to make improvements. Statutory requirements relating to safeguarding are in place.

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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 overwhelming majority of parents and carers who returned questionnaires were highly positive about the school. Several parents and carers took the time to add a variety of comments which reflected how happy they were with the quality of care and teaching their children receive. One or two expressed concerns about incidents that had happened in the wider community before or after school. Inspectors found that the school makes every effort to ensure pupils are kept safe and that they behave well within the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tilery 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 299 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	59	29	40	1	1	0	0
The school keeps my child safe	47	64	25	34	0	0	1	1
My school informs me about my child's progress	42	58	27	37	4	5	0	0
My child is making enough progress at this school	42	58	28	38	2	3	1	1
The teaching is good at this school	46	63	25	34	1	1	0	0
The school helps me to support my child's learning	43	59	28	38	0	0	1	1
The school helps my child to have a healthy lifestyle	38	52	31	42	2	3	1	1
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)	41	56	31	42	1	1	0	0
The school meets my child's particular needs	39	53	32	44	1	1	0	0
The school deals effectively with unacceptable behaviour	38	52	30	41	3	4	1	1
The school takes account of my suggestions and concerns	34	47	34	47	3	4	1	1
The school is led and managed effectively	40	55	31	42	1	1	1	1
Overall, I am happy with my child's experience at this school	46	63	25	34	1	1	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



7 July 2011

Dear Pupils

Inspection of Tilery Primary School, Stockton-on-Tees, TS18 2HU

Thank you for the warm welcome you gave to the inspectors recently. It was lovely to talk with you and read the questionnaires that you and your parents and carers completed. This letter is to explain our conclusions about your school.

We believe Tilery is a good school that has improved a lot in the last few years. You and your parents and carers told us you are kept safe and we agree. The school is a friendly welcoming place and you behave well, showing respect to each other and your teachers. You make good progress in many subjects including English and mathematics because of the good teaching that is provided. You enjoy the wide range of activities that are provided especially the trips and sporting activities.

We think the care, guidance and support that you are given is outstanding and this means you are in a good position to move on to secondary school.

There were two main things we think the school could improve, they are:

- Make sure everyone is challenged by the work in lessons and no one ever finds activities too easy.
- Improve the way governors help the school by making them even more involved in setting targets and developing plans.

You can all help by making sure you continue to attend well and try hard. We know that you are proud of your school and wish you every success for the future.

Yours sincerely

Andrew Johnson

Her Majesty's Inspector

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