

Tunstead Primary School

Inspection report

Unique Reference Number	120863
Local Authority	Norfolk
Inspection number	380122
Inspection dates	3–4 November 2011
Reporting inspector	Jill Bavin

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	98
Appropriate authority	The governing body
Chair	Vince Keen
Headteacher	Jonathan Rice
Date of previous school inspection	25 February 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors who observed nine lessons taught by five teachers. Three additional visits to classes were made to focus on spiritual, moral, social and cultural development and one extra visit focused on reading at Key Stage 1. Additionally the team met with pupils, staff and members of the governing body and analysed work in pupils' books. They observed the school's work, and looked at a variety of documentation, including policies and documentation related to safeguarding, data about pupils' progress, monitoring and evaluation records and school development plans. Responses from staff and 54 parents and carers were also analysed.

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

- Given the mixed-age classes, the effectiveness of planning to meet the needs of different groups of pupils, especially in English.
- The impact of the school's focus on teachers' questioning skills and their use of individual targets with pupils.
- Given the previous inspection's improvement point, how effectively the governing body contributes to evaluating the work of the school and driving improvement.

Information about the school

This is a small village school where pupils are taught in four classes of mixed ages and year groups. The vast majority of pupils are White British. A very few pupils are White European, and of these an even smaller proportion speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The percentage of pupils with special educational needs and/ or disabilities is higher than is typical in most primary schools, although the proportion of those pupils with a statement of special educational needs is lower than the national average. Most of these pupils have difficulties related to language and communication.

The inspection follows a period of significant change for the school. The appointment of a new permanent headteacher in April 2011 followed a two-year period of temporary leadership and three acting headteachers. Since the previous inspection two teachers have joined the school and there have been many changes to membership of the governing body. The school was awarded the Gold Science Quality Charter Mark 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

This is a satisfactory school. It is improving and has several strengths. Most significant is the good quality care pupils receive which is much appreciated by parents and carers. The written comment, 'Staff are friendly and approachable and really do have the children's best interests at heart' reflected the views of several parents and carers. The school successfully supports those pupils whose circumstances may make them vulnerable. As a result, there are examples of individual pupils who make impressive strides socially and emotionally, as well as good gains academically. Good relationships between adults and pupils contribute to pupils' good levels of enjoyment and their good behaviour in lessons and around school. Pupils' spiritual, moral, social and cultural development is good. For example they reflect on, and thoughtfully discuss, moral dilemmas and issues of equality. Their attendance is above average.

Since the previous inspection attainment has been broadly average but stronger in mathematics than in English. The headteacher has a realistic and accurate understanding of the school's strengths and weaknesses. This has contributed to several initiatives since his appointment which have resulted in school development gathering pace. Most importantly these initiatives have reversed a previous decline in attainment, and there are increasing examples of pupils making good progress. Formal assessments are carried out more regularly and improved procedures for checking how well each pupil is achieving provide far more regular details about each pupil's progress. As a result, teachers and governors are better informed than previously and the identification of pupils with special educational needs and/or disabilities is more accurate. While pupils' attainment and progress remain satisfactory overall they are beginning to improve. The governing body actively supports the school but does not always make best use of the assessment information it receives to hold leaders and managers fully to account. Based upon the track record of school improvement since the previous inspection, the school has a satisfactory capacity for further development.

Pupils are benefiting from improvements to the curriculum, which now give them more opportunities to develop their writing skills and younger pupils more regular opportunities to read with an adult. A key strength is that writing is improving for all groups of pupils and gaps in attainment are closing, which reflects the school's effectiveness in promoting equality of opportunity. The headteacher has begun to improve the organisation of the learning environment for children in Reception, especially in making the resources more stimulating and in giving children more

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opportunities to make choices and pursue their individual interests, but more work remains to be done.

The quality of teaching is satisfactory. Teachers have improved their use of questioning to promote pupils' learning. While they have given all pupils individual targets in English, the use and therefore the impact of these are inconsistent. Teachers do not always accelerate pupils' learning by sharing precise expectations with different ability groups within the class. That said, the incidence of good teaching is growing and the curriculum is increasingly meeting pupils' needs. The headteacher has raised expectations of teaching assistants, who are now more fully involved in working with pupils in lessons. However, some have not had sufficient training to enable pupils to make good progress.

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.

What does the school need to do to improve further?

- Raise attainment and progress in English by:
 - ensuring that teachers more consistently share with pupils precise expectations of different groups within the class
 - giving teaching assistants the skills and opportunities they need to support the learning of different groups of pupils more effectively.
- Raise attainment and progress in the Early Years Foundation Stage by:
 - providing a more stimulating environment both inside and outside
 - giving children more opportunities to make choices and pursue their interests.
- Develop the governing body's understanding and use of assessment information to hold leaders fully to account for pupils' progress.

Outcomes for individuals and groups of pupils

3

Different groups of pupils make similarly satisfactory progress whatever their starting points. However, teachers do not always accelerate their progress by setting out specific expectations of what pupils of different abilities should achieve. An increasing proportion of the older pupils are on track to make better than expected progress in English and mathematics because the quality of teaching and the nature of the curriculum meet their needs well. These pupils made good progress and reached higher than expected levels of attainment for their ages in a lesson which combined their scientific and mathematical understanding when they investigated surface area

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and gravity. This success reflects the school’s award in science. Special programmes support the learning of those pupils with special educational needs and/ or disabilities and there are examples of pupils making good progress in specific areas of learning over particular periods of time. However, the use and effectiveness of teaching assistants in lessons varies too much to establish consistently accelerated progress for all these pupils.

Pupils respond well to opportunities to work collaboratively and the majority remain focused on the task in hand. They reflect on serious issues related to poverty, equality and race with commendable maturity for their age. They have a good understanding about how to make safe and healthy choices. Pupils are embracing their newly increased roles of responsibility and welcome opportunities to contribute ideas about how to improve the school. They are beginning to become more involved in local and wider community issues. This is exemplified by the school’s work towards gaining the Silver Eco-Award. Since the headteacher’s appointment attendance has improved to above-average rates. Given that pupils leave with expected basic skills they are satisfactorily prepared for the next stage of their education.

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	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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

There are good relationships between adults and pupils which contribute to the good behaviour in lessons. Teachers have secure subject knowledge which enables them to introduce new ideas clearly. Particular expertise in science contributes to confident

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

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teaching and good progress for pupils by the end of Year 6. Teachers’ questioning skills have improved so they are more adept at encouraging pupils to solve problems and articulate their ideas. Pupils now have individual literacy targets and group mathematics targets. The extent to which teachers highlight these varies, especially in English, so sometimes pupils are not sure what they have to do to improve. The curriculum has recently developed to address pupils’ skills in reading and writing more consistently. Work to develop pupils’ personal development gives them a good understanding of health and safety issues. ‘Philosophy’ sessions help to foster pupils’ good spiritual, moral, social and cultural development. Pupils, parents and carers appreciate the recent extension of a variety of clubs which reflect a range of pupils’ interests as well as enriching their experience.

Close links between the school and other professionals help them to keep pupils with special educational needs and/ or disabilities and their families well informed about the choices available to them. Strengths in pastoral care result in pupils feeling entirely confident that they have an adult to turn to if necessary. The school can point to examples of significant successes in meeting individual pupils’ needs, such as promoting impressive gains in their rate of attendance.

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?

Parents and carers, staff and pupils all welcome the improvements introduced by the headteacher. Staff are receptive to those initiatives designed to increase the proportion of good teaching and learning, such as involving pupils more in assessing their learning. The school’s commitment to promoting equality and tackling discrimination is good. Pupils develop a thoughtful and tolerant approach to differences between people. The positive impact of recent initiatives, such as those around writing, is benefiting all pupils whatever their particular needs or backgrounds. While the school successfully promotes a harmonious community, and links with the local community are good, plans to extend pupils’ experience of other communities are at an early stage.

The effectiveness of the governing body is satisfactory. The Chair of the Governing Body provides the headteacher with good levels of support and increasing challenge. Good management of the school budget has paid for an extra class this year. Members of the governing body have responded well to the headteacher’s invitation to spend more time with staff planning school development and they are increasing

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their role in school. The school adopts recommended good practice to safeguard pupils. A particular strength is the extent to which the school initiates action to support those pupils whose circumstances may make them vulnerable. The school weaves relevant issues about pupils keeping safe into daily routines. For example, during the inspection the leaders placed a suitably high emphasis upon firework safety in whole-school assemblies.

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	2
The effectiveness of safeguarding procedures	2
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

Staff place great emphasis on the welfare of children in Reception. Adults are good role models for children in the way they show them respect and use interesting language. They reinforce how to keep safe and healthy through daily routines, such as ensuring hand washing after gardening. They are effective in helping children to settle smoothly into school life. Children make satisfactory gains during their Reception year because of the focus that staff place on enhancing their key skills. For example, during the inspection children made sound progress in recognising letters and words and writing short instructions with adult support. Learning was not accelerated because the teaching strategies did not fully acknowledge the young age of the children, and so their interest waned a little. Not all resources are equally appealing to children. At times, adults do not give children sufficient freedom to explore learning for themselves. For example, children made satisfactory gains in developing their skills in comparing size and quantity while using attractive toy ladybirds, but learning was not accelerated because it was over-directed by adults.

Shared leadership with the headteacher accounts for satisfactory improvement since the previous inspection. The classroom has been organised to reflect more fully the different areas of learning for Reception children, which enables them to be more

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independent in accessing resources. Children enjoy their opportunities to select activities and during the inspection there were examples of children persevering and concentrating well whether building a tower or cutting out their profile in silhouette.

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

A higher proportion of parents and carers returned questionnaires than is typical in most primary schools. There were a very few individual concerns which were shared in general terms with the school. These included concerns related to pupils being safe and how the school manages behaviour. The inspection found behaviour to be managed well and safeguarding to be good. All parents and carers were appreciative of the work of the school. They were also unanimous in their agreement that pupils enjoy school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tunstead 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	18	33	0	0	0	0
The school keeps my child safe	37	69	15	28	1	2	0	0
The school informs me about my child’s progress	27	50	25	46	1	2	0	0
My child is making enough progress at this school	30	56	24	44	0	0	0	0
The teaching is good at this school	35	65	18	33	0	0	0	0
The school helps me to support my child’s learning	34	63	19	35	1	2	0	0
The school helps my child to have a healthy lifestyle	32	59	21	39	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)	28	52	19	35	0	0	0	0
The school meets my child’s particular needs	33	61	21	39	0	0	0	0
The school deals effectively with unacceptable behaviour	24	44	29	54	1	2	0	0
The school takes account of my suggestions and concerns	29	54	24	44	0	0	0	0
The school is led and managed effectively	34	63	19	35	0	0	0	0
Overall, I am happy with my child’s experience at this school	37	69	17	31	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 November 2011

Dear Pupils

Inspection of Tunstead Primary School, Norwich NR12 8AH

Thank you for being so friendly and speaking with me so openly when we visited your school recently. A special thank you goes to those pupils who met with me in the library and showed me your work. We found your school to be satisfactory which means it is doing some things well and still working to improve other things. Here are some of the best things we found.

- You enjoy school and attend more regularly than most pupils of your age, which helps you to make the steady progress that is expected of you in English and mathematics.
- You behave well in lessons and around school, which helps everyone to feel safe.
- You have a good understanding of how to make safe and healthy choices.
- You are very thoughtful about serious matters, you are kind to each other and interested when your classmates come from different backgrounds to yourselves.
- You know that staff care about you a great deal and you can turn to them for help.

The governing body, headteacher and staff want to keep making the school even better. We have asked them to help you achieve even more by making sure that:

- you know exactly what work is expected of you in lessons
- the teaching assistants know how to help you and do so more often
- the activities, resources and the environment for the youngest children are always really interesting
- the governing body always understands all the information about how well you are doing, so they can use it to help you even more.

You can all help by continuing to attend and behave as well as you do now. I wish you every success in the future.

Yours sincerely

Jill Bavin
Lead inspector

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