

Tetney Primary School

Inspection report

Unique Reference Number	120482
Local Authority	Lincolnshire
Inspection number	380038
Inspection dates	6–7 December 2011
Reporting inspector	Andrew Clark

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Colin Childs
Headteacher	Heidi Dows
Date of previous school inspection	20 May 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in nine lessons and parts of lessons led by five teachers. They held meetings with representatives of the governing body, the staff and groups of pupils. The inspectors observed the school's work and looked at a range of documentation and essential policies including those for safeguarding, the school improvement plan, information about pupils' progress and attainment data. They analysed 40 completed questionnaires from parents and carers, as well as questionnaires completed by staff and Key Stage 2 pupils.

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

- The extent to which pupils' written work is exciting and interesting.
- How involved the pupils are in assessing and improving their own work.
- How well pupils use their literacy, numeracy and information and communication technology (ICT) skills in other subjects.
- How effectively all school leaders contribute to monitoring and evaluating the quality of teaching and learning.

Information about the school

Tetney is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average. The majority of pupils are White British. There is a before- and after-school club which is managed by a voluntary committee. There is also a Children's centre on site which is managed by the local authority. Both of these are subject to separate inspections. The school has achieved national Healthy School status, a Bronze Eco-School award and a Rooted in Reading award.

The leadership is shared between the headteacher who works four days a week and a member of the senior leadership team, the acting headteacher, who manages the school on the other day. Several teachers are new to the school since the last inspection.

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

This is a good school. The thoroughness and strong sense of purpose of the headteacher and senior staff ensure that pupils of all abilities are keen to learn and achieve well. The good care, guidance and support pupils receive and strong partnerships with parents and carers contribute significantly to pupils' good behaviour and above-average levels of attendance. The analytical governing body fulfils its responsibilities well. Systematic monitoring and self-evaluation procedures draw on the views of staff, pupils, parents and carers. Although some staff are new to their leadership roles, the school has developed well since it was previously inspected and has a good capacity for further improvement.

Children get off to a good start in the Early Years Foundation Stage. Pupils of all abilities, including those with special educational needs and/or disabilities, make good progress through the rest of the school. Attainment is above average in English and mathematics by the time they leave in Year 6. Their written work is lively and interesting and they use calculation skills well in mathematics. Pupils have a good understanding of how to stay safe from harm. They are friendly and considerate towards each other and have a strong understanding of right and wrong. They make a good contribution to the life of the school and wider community through many opportunities to take on responsibilities in roles such as school councillors, play leaders and Eco-councillors.

The quality of teaching is good overall. It is sometimes outstanding. Relationships are very good and teachers make learning challenging through the stimulating use of ICT, drama and games. The school makes good use of skilled teaching assistants to provide specialist support and in the classroom to promote learning. Teachers often make good use of marking to help pupils improve their work. However, they do not consistently involve pupils in assessing and improving their own work during lessons, to improve their progress even more. All groups of pupils are engaged by a curriculum which makes learning enjoyable through interesting themes and topics. However, opportunities for pupils to extend their literacy and numeracy skills through other subjects are not fully established.

Teachers know individual pupils well and track their progress carefully. Robust record-keeping contributes to the effective procedures for caring for pupils and effective systems for keeping them safe.

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What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in order to hasten pupils' progress by:
 - regularly involving pupils in assessing the quality of their own work during lessons to reach the next steps in their learning
 - improving pupils' independent learning skills through the use of a wide range of reference materials.

- Deepen pupils' learning by making full use of opportunities across different subjects for pupils to select and apply their literacy and numeracy skills.

Outcomes for individuals and groups of pupils

2

Pupils are often persistent and prolific in their work. Writing is interesting and pupils of all abilities write with imagination. They use a rich vocabulary as a result of their regular exposure to stimulating literature from Dahl to Dickens. This is a significant improvement since the previous inspection. They read fluently and accurately with good levels of comprehension. They enjoy working independently or with others showing patience and consideration towards their peers. They largely spell accurately and use punctuation well particularly in response to well-planned teaching of letters and their sounds. Pupils show care and accuracy in their mathematical skills, such as reading stop watches precisely in fast-paced activities on measuring time. Their mental and written calculation skills are good. Pupils are increasingly developing skills to assess the quality of their work, through 'traffic light marking' for example, but these skills are not yet well enough established to assure the best rates of progress. Overall, pupils' learning skills contribute well to their good progress and future well-being.

Children join the Early Years Foundation Stage with skills and abilities that are generally at the levels expected nationally for their age. Pupils of all abilities make good progress in reading, writing and mathematics overall through Key Stages 1 and 2. Those with special educational needs and or/disabilities and pupils at risk of underachieving make good progress because of well-planned interventions and strong care, guidance and support. Good analysis of pupils' progress data and a subsequent rigorous focus on improving pupils' English development has redressed a recent dip in standards of their written work, as reflected in trends in the results of national tests and a range of assessments. Both boys and girls achieve well overall because they are fully engaged by the rich curriculum.

Pupils enjoy school. They say they feel safe and show consideration towards each other. They are attentive to adults and other pupils. Pupils are competitive and participate successfully in a good range of physical activities. They understand the principles of a balanced diet and eat healthily at school, particularly enjoying the wide range of healthy snacks in the school tuck shop they run. They make a positive

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contribution to supporting younger pupils and those who may feel vulnerable or concerned. They have a good perspective on the lives of those from other faiths or cultures through thought-provoking assemblies and their thematic studies. They take their roles on the school council seriously and are involved in organising fund-raising events for the local and wider community. They participate in activities with parents and carers.

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	2
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

How effective is the provision?

Expectations are high and this is reflected in the pride pupils take in their work and their care in presentation and accuracy. Teachers have good subject knowledge and plan lessons well. This is particularly evident in their good questioning skills. However, they do not always encourage pupils to articulate their understanding of their own success and consider how they can reach the next step in their learning. Teachers make particularly good use of ICT, such as the interactive whiteboards, to both inform and stimulate the pupils, although they do not always make the best use of other sources of reference.

A range of interesting topics, including whole-school focus themes, make learning practical and meaningful to all groups of pupils. For example, pupils created their own interactive books on rocks and minerals for others to read. They make good use of ICT skills throughout their learning and across subjects. For example, Key Stage 2 pupils developed their understanding of coordinates through good use of laptops in a 'bug hunt' game and a murder mystery problem. Increasing links are made between

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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subjects to give pupils opportunities to apply their literacy and numeracy skills in different contexts. However, pupils are not often given the opportunity to make their own decisions about which writing or numeracy skills to apply to work across a range of subjects in order to deepen their learning skills further. There is good provision for promoting pupils’ understanding of environmental and sustainable issues, for example, in topics on the local area. A good range of extra-curricular activities, and specialist coaching in sports, enrich pupils’ personal and physical development. The provision for pupils with special educational needs and/or disabilities is well planned, as are opportunities for those with a gift or a talent. Pupils have good opportunities to learn another language and participate in musical and dramatic activities and their spiritual, moral, social and cultural development is promoted well.

The school has strong systems to support pupils whose circumstances may make them vulnerable, underpinned by very thorough tracking and analysis of pupils’ achievement and good quality record-keeping. The school makes good use of external professional support where appropriate. There are generally good systems to identify pupils’ needs at an early stage and monitor their progress closely although recent staff changes means procedures are being re-evaluated. Parents and carers appreciate the care the school provides. One commented, ‘The school has a very inclusive attitude and is a warm, friendly and secure place for children to be.’

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, acting headteacher and senior leaders have established systematic and thorough procedures to monitor and evaluate all aspects of the school’s work and plan well for improvement. Staff morale is high. The thoroughness and enthusiasm of all staff to share best practice are apparent in most aspects of its work. Curriculum teams that include members of the governing body have successfully improved the role of middle leaders in effective evaluation procedures. Overall the monitoring of performance and well-planned professional development has led to improvements, with only a few relatively weaker aspects of provision to be resolved. All staff are ambitious for the school and eager to extend their qualifications. The school is supported by an efficient and effective governing body, working in close partnership with school leaders. Members of the governing body ensure that policies which guide the school’s practice are closely matched to its needs.

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There is good engagement with parents and carers, who are well-committed to the life of the school. They have every confidence in the management of the school and, as a result, give time, energy and resources to its development. They make a good contribution to pupils’ learning through their involvement in school activities and support for homework. They are well informed. The school works in close partnership with other professionals, particularly in supporting pupils with special educational needs and/or disabilities. The school promotes equality of opportunity well. Although progress very occasionally varies in lessons, there is no overall difference in the progress of different groups of pupils. Both pupils and staff take all necessary steps to avoid any discrimination. The school has a good understanding of its immediate context and is developing links further with contrasting communities in Britain and abroad. Its commitment to sustainability also contributes to good promotion of community cohesion. Safeguarding arrangements are good. The rigorous systems to vet staff’s suitability to work with children, assess risk and ensure health and safety, are frequently reviewed.

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	2
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

Good teamwork and effective leadership ensure children quickly get off to a good start. There are good induction systems to support children and to help them to settle in quickly. Good links with parents and carers contribute to the smooth start children make. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. Effective systems are in place to monitor thoroughly progress and to plan well for children’s future needs. Children feel extremely safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good. A good balance between adult-led activities and those that children choose for themselves contributes well to all areas

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of learning. Activities are often exciting and meaningful. For example, children have challenging and fun problem-solving activities for counting and early computation. Early letter-recognition and mark-making skills are taught well. However, very occasionally, the activities children select for themselves do not sufficiently extend their learning. Children and staff make good use of a wide range of resources for ICT to develop basic skills and learn more about the world around them. As a result of these experiences, children enjoy themselves and are well prepared for their next stage of education.

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

Parents and carers are very supportive of the school. Those who responded to the questionnaire particularly commented on the caring and inclusive ethos and how much their children enjoy school. A very few parents and carers felt the school did not give them enough information about their child’s progress or manage unacceptable behaviour well. Inspectors found that the school communicates well with parents and carers and that pupils’ behaviour is good. The views of parents and carers are reflected in the inspection report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tetney 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	68	13	33	0	0	0	0
The school keeps my child safe	22	55	18	45	0	0	0	0
The school informs me about my child’s progress	14	35	21	53	3	8	0	0
My child is making enough progress at this school	20	50	17	43	1	3	0	0
The teaching is good at this school	17	43	22	55	0	0	0	0
The school helps me to support my child’s learning	20	50	19	48	0	0	0	0
The school helps my child to have a healthy lifestyle	18	45	22	55	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)	17	43	19	48	0	0	0	0
The school meets my child’s particular needs	16	40	23	58	0	0	0	0
The school deals effectively with unacceptable behaviour	8	20	24	60	3	8	2	5
The school takes account of my suggestions and concerns	13	33	21	53	1	3	2	5
The school is led and managed effectively	18	45	20	50	1	3	0	0
Overall, I am happy with my child’s experience at this school	21	53	19	48	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.



8 December 2011

Dear Pupils

Inspection of Tetney Primary School, Grimsby DN36 5NG

Thank you for the warm welcome you gave the inspectors when we visited your school recently. We really enjoyed talking to you and hearing your views, and seeing you in your lessons and at playtimes. You go to a good school. These are some of the things we liked most.

- The headteacher, staff and the governing body work well together and want the best for your school.
- The school takes good care of you and you behave well and say you feel safe.
- You make good progress through the school thanks to good teaching.
- You make a good contribution to the school through your roles on the school council, as play leaders and through the many other jobs you do.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school become even better, we have asked your headteacher and the governing body to:

- help you to make even more progress, by making sure that you think about how you can make your own work even better in your lessons
- help you to use reference material in your work
- give you opportunities for you to use your literacy and numeracy skills in your work in different subjects.

You can all help by always trying your best, thinking hard and continuing to enjoy and attend school.

Yours sincerely

Andrew Clark
Lead inspector

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