

Tidcombe Primary School

Marina Way, Tiverton, Devon, EX16 4BP

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The school has improved strongly since the last inspection as a result of good leadership at all levels and the clear vision of the headteacher.
- Standards have risen in both English and in mathematics over the last three years and are now above average.
- Pupils make a rapid start due to high quality teaching and care in the Early Years Foundation Stage.
- All groups of pupils make good progress in all subjects as they move through the school, as pupils are confident and keen to learn.
- The quality of teaching has improved and is consistently good. This is due to leaders and managers supporting teachers well and also strengthening teaching in some year groups through the appointment of new staff.
- The governing body provides effective support to the school and asks searching questions about its work. It has an excellent understanding of the school's strengths and areas for improvement.
- Adults have created a safe learning environment in which all pupils have the opportunity to thrive. Pupils thus behave well and attend regularly.
- Parents hold the school and the headteacher in high regard, due to the good care and welfare support provided for pupils. The support for disabled pupils and their families is particularly strong.

It is not yet an outstanding school because

- Teaching is not consistently outstanding as pupils do not have enough opportunities to work on their own.
- Written feedback to pupils does not show clearly enough the next steps they need to take in their learning. Neither does marking give pupils enough opportunities to show their teachers where they have improved their work.

Information about this inspection

- This inspection was carried out by two additional inspectors who visited 12 lessons and observed 10 teachers. Six of the lessons were joint observations with the headteacher or with the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and to small-group activities.
- Meetings were held with two groups of pupils, representatives from the governing body and with leaders and teachers. A number of meetings were held with the headteacher and the senior leadership team. A telephone conversation was held with a representative from the local authority.
- The inspectors took account of 13 responses to the on-line questionnaire (Parent View) in planning the inspection. They also talked to 19 parents during the inspection.
- The inspectors listened to pupils reading and analysed work in pupils' books.
- The inspectors observed the work of the school and looked at documentation including the school development plan, records of pupils' progress, 13 staff questionnaires, teacher observation records, local authority monitoring reports, information regarding attendance and documents relating to safeguarding and performance management.

Inspection team

Paul Garvey, Lead inspector

Additional Inspector

Mary Usher-Clark

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of those supported at school action plus or who have a statement of special educational needs.
- The proportion of pupils who join the school other than at the usual times is above average.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals, looked after children, or pupils who have a parent in the armed forces, is average.
- The school does not make use of any off-site alternative provision.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a privately run daily breakfast club and after-school club. This is not managed by the governing body and did not form part of the inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - increasing the amount of time that pupils have to work on their own so that all pupils are given more chances to discuss and reflect upon their learning.
- Improve the quality of written feedback to pupils by:
 - making sure that all teachers indicate the next steps in learning for each pupil
 - encouraging pupils to show their teacher where they have improved upon their work.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills which are below those that would be expected for their age. Standards by the end of Key Stage 2 show a three-year improving trend and pupils are working at levels above national expectations in the current Year 6. Thus pupils' achievement is good.
- Progress is more rapid than expected in every subject and in all year groups, as teaching is now at least good. All pupils, therefore, have equal opportunities to succeed. Since the last inspection, improvements in the quality of teaching in Years 3 and 4 have led to pupils making more rapid progress in those years, especially in mathematics.
- Children develop skills in numeracy and literacy rapidly from the start of their time in the Early Years Foundation Stage. For example, in a nursery lesson, meticulous planning allowed staff to guide children towards counting from one to nine and to writing the letters of their name and they made excellent progress as a result.
- Good teaching of the sounds that letters make in the Early Years Foundation Stage allow all pupils to make good sense of new words in Key Stage 1. Pupils are well supported in their reading at home and are thus proficient readers by the time they enter Key Stage 2. This was well illustrated in a Year 5 lesson, where pupils read confidently and in role while helping their classmates to judge the accuracy of their predictions about a storyline in a book about William Shakespeare and the Globe Theatre.
- Disabled pupils and those who have special educational needs, those known to be eligible for pupil premium funding and pupils who join at times other than the usual all make good progress. Average point scores show that the attainment gap between pupils known to be eligible for free school meals is narrowing with all pupils nationally due to good teaching and well-targeted support for any pupils who are identified as being in danger of falling behind.
- For example, small groups of pupils in Year 2 and Year 6, containing pupils known to be eligible for the pupil premium, were observed being taught mathematics outside of their main lessons by experienced teachers. Progress in both was rapid. Excellent pupil tracking had allowed governors and senior leaders to provide this timely and appropriate extra support.

The quality of teaching is good

- Since the last inspection, a robust programme of monitoring by senior leaders has led to a successful programme of professional development to support areas of individual teaching weakness. In addition, the appointment of new staff has strengthened the teaching team. As a result, the quality of teaching has improved to consistently good with a significant proportion of outstanding teaching.
- Teachers plan well and aim high. In the best lessons, learning is outstanding. For example, in a French lesson in Reception, all children confidently counted from one to 10 in French, were able to construct simple sentences and performed two songs in French which they had recently presented in assembly, with great enjoyment.
- In lessons where teachers talk for too long, pupils do not have enough time to discuss with their classmates and reflect upon what they are being asked to do, so progress is not as rapid as it could have been.
- In class, pupils often progress well towards a clear learning outcome. However, too often, marking does not point them clearly enough to the necessary next steps in their learning. In addition, teachers do not encourage pupils sufficiently to show them where they have made the improvements asked of them.
- Parents commented favourably upon the quality of teaching in the school and especially upon the support given to disabled pupils and those who have special educational needs. One comment from a parent, typical of others, was that her son was 'flying along' due to the excellent care he was receiving to support his disability.

The behaviour and safety of pupils are good

- Staff have created a climate where learning can flourish, so that pupils are positive about school life. One pupil said, 'Everyone is treated equally here and we are all special.'
- Behaviour is good in the school and pupils said that if incidents of poorer behaviour do occur they can rely on staff to restore calm quickly. Pupils and parents said that behaviour had improved under the leadership of the present headteacher. No pupils have been excluded in the last three years. Inspectors observed good behaviour in lessons and the school's own lesson observations confirm that behaviour has been consistently good over time.
- Pupils feel very safe in the school and as a consequence, attendance has improved over the last three years to be above average. Effective partnership work with the local authority has helped to reduce persistent absence. Excellent work with a number of parents whose children have had serious illnesses has helped the pupils to return to school quickly, mix happily with their classmates and to rapidly catch up with their studies.
- Pupils are keen to take on responsibilities, such as being members of an active school council, and they have a strong voice in the school. As a result of pupil requests, the school recently worked in partnership with the parent-teacher association to quickly raise a large amount of money for new playground equipment, which the pupils put to excellent use.
- Both staff and fellow pupils offer excellent support to pupils who have particular physical needs. Pupils were very proud of the fact that doors in the school had been altered to accommodate the needs of disabled pupils.

The leadership and management are good

- Parents, staff and governors testified to the fact that under the leadership of the headteacher who joined in 2010, the school has experienced rapid improvement. One parent said the school had 'been transformed' and many other parents backed this view with similar comments.
- The headteacher's clear vision is shared by leaders at all levels and he has nurtured an effective leadership team. Consequently, the capacity for further improvement is strong. The school has received effective local authority support to help to improve the quality of teaching and to reduce pupil absence.
- The assiduous monitoring of the quality of teaching by senior leaders has led to improvements in the numbers of good and outstanding lessons being taught. As a result, standards are rising and progress is accelerating in all year groups.
- Pupils and staff say that the school is a harmonious place in which to learn and to work. Relationships with parents are exceptionally good and have helped pupils to develop their positive attitudes to learning.
- Safeguarding arrangements are robust, leading to pupils saying that they feel very safe.
- Subjects and topics are taught in an exciting way, supported by a wide range of visits and clubs. This fosters good relationships and pupils talked fondly of their visit to France, where they practised the language skills acquired through the school's excellent provision of French lessons for all pupils.
- The use of the outdoor areas adds to pupils' learning experiences, as they look after animals such as chickens and rabbits under the guidance of a parent volunteer and staff. During the inspection, pupils expressed joy at the first eggs that the chickens had produced. 'And one was green!' was the excited comment from one pupil.
- Such 'awe and wonder' moments help to promote the pupils' spiritual education and are enhanced by visitors, such as the vicar of the local church who leads assemblies. The pupils' excellent care and consideration for each other and their good behaviour around school show that moral and social education is strong and cultural education is being developed through links

with a school in a multicultural area of London.

■ **The governance of the school:**

- The governing body helps to check the impact of the School Development Plan through visits to classrooms to look at classroom practice. As a result of the knowledge gained, the governing body is able to target resources where needed. Governors also give helpful advice to the headteacher and senior leaders when they are setting targets for teachers to improve their performance. Governors' knowledge of the school's performance information has improved with the establishment of a 'data governor'. The governing body has a detailed knowledge of the performance of different groups of pupils compared with pupils nationally and is thus able to determine where extra staffing may be needed to support pupils known to be eligible for the pupil premium. Governors know about the impact this spending is having on outcomes for pupils. The governing body undertakes training so that it keeps up to date and is in a strong position to hold the school's leaders to account.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113339
Local authority	Devon
Inspection number	405464

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	166
Appropriate authority	The governing body
Chair	Steph Kinsley
Headteacher	Simon Green
Date of previous school inspection	2–3 February 2011
Telephone number	01884 252973
Fax number	01884 252973
Email address	admin@tidcombe.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

