

Teversham Church of England Voluntary Aided Primary School

Church Road, Teversham, Cambridge, CB1 9AZ

Inspection dates 21–22 February 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not good enough across the school to ensure that all pupils achieve well over time. Therefore, both teaching and achievement require improvement.
- In many lessons, teachers do not adapt their teaching to ensure all pupils make good progress.
- Pupils are not involved actively enough in their lessons because teachers spend too long introducing new topics or giving explanations, and not enough time on enhancing learning, for instance, through the use of information technology.
- When marking pupils' work, some teachers do not explain to pupils what they need to do to get better, and as a result, not all pupils know how to take responsibility for their improvement.
- Pupils achieve less as well in mathematics compared with English.
- In the Early Years Foundation Stage children's skills and abilities on entry are not checked well enough so that progress is hard to measure accurately. Planning requires improvement because resources inside and outside are not used effectively to maximise independent, imaginative learning.
- Leaders and managers have not had sufficient impact on the quality of teaching to improve pupils' achievement, since the previous inspection.

The school has the following strengths

- The headteacher's clear direction is driving the school forward at a rapid pace.
- The Chair of the Governing Body is taking a strong lead in ensuring that other governors understand what makes a good school.
- Pupils behave well and are respectful towards each other and to their teachers. They attend school regularly and enjoy reading.
- All pupils are now making accelerated progress in English and mathematics.

Information about this inspection

- Inspectors observed 14 lessons, of which four were joint observations, with the headteacher. In addition, the inspection team made a number of shorter visits to lessons to focus on specific aspects, such as links to pupils' spiritual, moral, social and cultural development and how well teachers check pupils' ongoing learning. Inspectors listened to pupils read and visited an assembly.
- Meetings were held with a group of pupils, the headteacher, senior and subject leaders and members of the governing body, and a representative from the local authority.
- Inspectors took account of the 24 responses to the Parent View online questionnaire.
- The inspection team observed the school's work and scrutinised a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is well below average. In this school, this additional government funding is for pupils known to be eligible for free school meals and for looked after children.
- The proportions of disabled pupils and those with special educational needs, who are supported at school action, school action plus or with a statement of special educational needs are below average.
- The majority of pupils are of White British heritage. Others are from a wide range of minority ethnic backgrounds. The proportion speaking English as an additional language is average compared to similar schools.
- The school does not use any alternative provision (lessons that take place regularly away from the school).
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching to raise pupils' attainment, particularly in mathematics, by:
 - providing training for teachers to use interactive resources so that pupils are more involved with thinking, experimenting and active learning
 - ensuring that teachers adapt their teaching to meet the needs of all abilities in their classes so that all pupils make progress
 - ensuring that marking in books consistently communicates to pupils what they have done well, and how they can improve even more.
- Improve the effectiveness of leadership and management by:
 - ensuring even more rigorous work to check the quality of teaching and providing additional training so that the quality of teaching rises to good
 - ensuring that levels and abilities of Early Years Foundation Stage children are known very early on so that their progress can be tracked and measured more accurately
 - providing Early Years Foundation Stage children with well planned indoor and outdoor activities to enhance their independent, imaginative learning.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make good enough progress in mathematics by the end of Year 6 and this is why achievement requires improvement.
- Children join the school with skills and abilities that are below the expectation for their age. By the end of Key Stage 2, pupils' good progress leads to average attainment in English. However, in mathematics, attainment is not as good, compared to other schools, because there are not enough opportunities for pupils to think and experiment, or take part in challenging activities that are just right for their needs.
- In the Early Years Foundation Stage, children learn to recognise their letters and sounds but their imaginative and independent learning is less well developed because they have limited use of resources inside and outside.
- Disabled pupils and those who have special educational needs make the same progress as their classmates as a result of individual support by teachers and other adults. This helps them to continually improve their reading, writing and mathematical skills. Similarly, pupils who are new to speaking English receive specialised lessons that improve their reading and speaking skills and enable them to participate in all subjects.
- The pupil premium funding is used to support a small number of pupils who are known to be eligible for free school meals by providing mathematics booster classes, phonics interventions and opportunities to develop their self esteem through excursions. These pupils are making accelerated progress but the very small number of pupils involved means that it is not statistically valid to compare any difference in test scores against national assessment data.
- Displays around the school, and the new library, encourage reading. Pupils enjoy talking about the books they read and the authors they like.
- Currently, almost all pupils are making better progress in mathematics and English because of the improvements in tracking systems and teaching since September 2012. The headteacher regularly trains and supports her staff to improve their use of skills to assess pupil's abilities so that learning improves.

The quality of teaching

requires improvement

- Teaching is not good across the school. Teachers do not always plan their teaching to meet the needs of all abilities in their classes. This leads to some pupils being disengaged and not participating as well as they could.
- Teachers do not use information technology enough to enhance the learning experiences of their pupils. As a result, pupils are not always enthused about their learning, and do not experience the range of learning activities which could make their learning fun. For example, in all classes, the 'interactive white board' was used as a screen rather than accessing thought-provoking activities that are rich in sound and visuals.
- Most teachers check that pupils understand what is being taught. However, this is inconsistent and some teachers do not use these strategies effectively enough. For example, where teaching is better, teachers provide pupils with small whiteboards on which all can respond to questions or write their ideas. Consequently, teachers quickly see how well they have understood the

question or their initial ideas.

- Marking in books is regular but the quality varies. For example, a very few teachers indicate to pupils what they have done well, and how they can improve the quality of their learning. Some teachers do not do this, which leads to pupils not able to understand how well they are doing and what they need to do in order to improve further.
- In Early Years Foundation Stage, letters and sounds are taught well. As a result children know how to read or access reminders of how to say their letters. For example, when a child forgot how to sound the letters 'ai', he checked the 'learning wall' which reminded him how to say that sound, which helped him with his understanding of the word.
- In better lessons, teachers consolidate pupils' learning by supporting their literacy activities through links to their learning about other topics. For example, pupils carried out a research activity using information from the Tudors. This linking maintained pupils' interest throughout, so that they made good progress.

The behaviour and safety of pupils are good

- Pupils behave well around the school and in lessons. There has been an improvement in behaviour since the arrival of the current headteacher. She has introduced systems, which now encourage much praise. Success is celebrated each week in assembly.
- Pupils, especially Years 5 and 6, have responded well to opportunities in which they are respected and trusted to help around the school. For example, Year 6 monitors are trained to carry out office tasks, and answer the phones, as well as setting up assemblies with the relevant technology.
- Pupils say they feel safe and looked after in school. Although there are rare incidents of bullying, pupils are confident that if they are concerned about something their 'headteacher will make sure it's dealt with'. They understand how to keep themselves safe, for instance, on the internet.
- Pupils are respectful to one another and towards the adults in the school. They are polite, confident and appear happy. They attend school regularly and on time. During a singing assembly, their behaviour and attitude was impeccable.
- Pupils' attitudes to learning are positive and disruption to learning is not usual. They follow instructions and like to contribute to lessons by asking and answering questions. When pupils are encouraged to use their imagination, they respond well. For example Year 6 pupils who were studying 'apothecary' in the Tudor times were keen to devise a natural remedy to an illness based on herbs they could choose themselves.

The leadership and management requires improvement

- Leaders and managers have not had a good enough impact on improving the quality of teaching or on pupils' achievement and this is why leadership and management requires improvement.
- The current headteacher has had a major positive impact on the school since her arrival in September 2012. She has introduced good systems and processes for teachers so that they can plan, assess and deliver better teaching. This is working well at most levels, but the testing when children join the school, to check what they can do well and what they need to improve, is not quick or rigorous enough, making it hard for staff to measure children's progress effectively.

- The headteacher and governors are aware that there is a lot more to do to make sure teaching is good. They challenge as well as support any teachers who are not meeting high enough standards. This has improved the ethos of the school and teachers report that they are pleased that there are clear systems and high expectations.
 - The topics covered in lessons develop pupils' ability to read and write. Booster classes are organised to help improve progress in mathematics. Because of these, pupils have been making accelerated progress since the start of the school year. Pupils' develop their social, moral, spiritual and cultural understanding, often in assemblies and activities such as working to serve the community. Pupils help welcome and serve tea to the elderly who visit the school to drama delivered by other pupils.
 - The local authority has established a strong working relationship with the school and ensures that staff are provided with relevant training and support. The head teacher also works closely with parents to engage them in their child's learning. Letters written to the inspectors by parents have praised the positive impact the headteacher has had on the school.
 - The school meets the statutory requirement for safeguarding
 - Discrimination is not tolerated and the school reinforces and celebrates equal opportunities through worship and opportunities to reflect. However, the inconsistencies in teaching especially weaknesses in how well work is tailored for individual pupils in the class mean that there are differences in the achievements of different groups.
 - **The governance of the school:**
 - The governing body supports leaders to carry out their responsibilities effectively. They hold the school to account and carry out a range of checks to ensure the school focuses on meeting the needs of pupils especially in mathematics. Governors take part in training provided for them by the local authority, as well as closely liaising with other governing bodies to share good practice. The Chair of the Governing Body understands data extremely well and ensures that governors know how well the school is doing compared with other schools. He is actively developing the understanding of other governors and school staff to ensure full understanding of how the school needs to improve. Governors know how well teachers are performing because they visit lessons and liaise with subject leads. They are closely involved with supporting teachers who may need to improve and rewarding those who are good. Governors take part in school activities to support pupils. They come in to listen to pupils read, and lead bible or music classes. The governing body has a clear understanding of its financial responsibilities, and the school uses its budget effectively. The governing body allocates pupil premium funding effectively so that few pupils eligible make at least as much progress as others.
-

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	110834
Local authority	Cambridgeshire
Inspection number	405305

This inspection of the school was carried out under section 5 of the Education Act 2005

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Tony Sharpe
Headteacher	Louisa Kenzie
Date of previous school inspection	30 June 2011
Telephone number	01223 293357
Fax number	01223 294722
Email address	head@teversham.cambs.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

