

# Tenbury CofE Primary School

Bromyard Road, Tenbury Wells, WR15 8BS

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Strong leadership has improved teaching and learning significantly in the last two years. The staff and governors form a good team who work continually to improve pupils' education under the excellent leadership of the headteacher.
- Teaching, and pupils' resultant progress, are now good and are consistently so across the school.
- Pupils who had fallen behind in their learning in the past have been helped to make up a lot of the lost ground.
- Pupils have a wide variety of interesting things to do that make lessons exciting and fun. They are well behaved, feel safe in the school and enjoy learning.
- Pupils' collaborative skills are good because of the many opportunities they have to discuss their ideas together and to work cooperatively.
- Attainment is going up steadily throughout the school.
- Greatly improved provision in the Nursery and Reception classes is giving children a much more secure start to their learning.

### It is not yet an outstanding school because

- There are still minor inconsistencies in teaching which mean that, in most lessons, it is good rather than outstanding.
- In some lessons, teachers miss opportunities to use information and communication technology (ICT) to support pupils' learning in other subjects.
- There are inconsistencies in how well teachers mark pupils' work and show them how to improve.
- At times, teachers do not spend enough time at the ends of lessons to consolidate pupils' understanding.
- The school has not yet implemented its plans to ensure that the different aspects of ICT are used in a balanced way to help pupils' progress in a variety of subjects.

## Information about this inspection

- The inspectors observed substantial parts of 12 lessons. They also made briefer visits to several sessions where small groups of pupils had extra help with their basic skills in literacy. Assembly, lunchtimes and break times were also observed.
- The inspection team had formal discussions with members of staff, groups of pupils, representatives of the governing body and the headteacher of the nearby secondary school. The lead inspector spoke to a representative of the local authority about the school on the telephone. Inspectors also talked to teachers about their individual lessons, and spoke informally to pupils around the school.
- Inspectors analysed samples of pupils' books, displays around the school and listened to several younger pupils reading.
- The team took account of the 17 replies to the online questionnaire (Parent View) and of over 70 replies to the school's own recent questionnaire for parents.
- A variety of documentation was examined, particularly that relating to pupils' progress, keeping them safe, and the range of subjects being taught. The inspectors investigated how the school checks on the quality of teaching and learning, and rewards teachers for good performance.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The large majority of pupils are White British, with a small proportion coming from a range of different minority ethnic heritages. Very few pupils speak English as an additional language.
- The proportion of pupils for whom the school receives pupil premium funding is average. This is extra funding for pupils known to be eligible for free school meals, those looked-after by the local authority, and those who come from armed services families.
- The proportion of disabled pupils or those who have special educational needs who are supported at school action is below average. The proportion of such pupils who are supported at school action plus or who have statements of special educational needs is above average.
- The school meets the government's current floor standards, which are minimum expectations set for pupils' attainment and progress.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The current headteacher had just been appointed at the time of the last inspection, after a time of considerable turbulence in senior leadership. There have been a number of other staff changes since, but staffing has been more stable over the last year.
- The school has just started to admit children to the Nursery class from the age of two. Only a tiny number of such pupils are on roll at present.

### What does the school need to do to improve further?

- Improve the consistency of teaching so that more is outstanding, and so make achievement outstanding, by:
  - making sure that marking more often tells pupils how they can improve and gives them extra tasks to help them practise key skills
  - ensuring that pupils are given time to follow up their teachers' advice
  - taking more opportunities to use ICT to support pupils' learning in other subjects
  - always making time at the end of lessons to review what has been learned and consolidate pupils' understanding.
- Implement current plans to review the use of ICT in different subjects so that the full range of different aspects of ICT are covered in a balanced way as pupils move through the school.

## Inspection judgements

### The achievement of pupils is good

- Achievement has improved considerably since the last inspection. Pupils throughout the school made good progress last year, and progress continues to improve. During the inspection, pupils made at least good progress in all lessons observed.
- Children start in the Nursery with skills that are well below those expected for their age. They achieve well in Nursery and Reception and, for three years successively, results at the end of Reception have improved. The pupils who started Year 1 in 2012 had attained broadly average results, except in some aspects of early literacy and numeracy skills.
- Two years ago, pupils had underachieved in several classes, especially at Key Stage 2. The pupils who left Year 6 in 2012 had done particularly badly until 2010. Concerted action by the school to support individuals, and good teaching, helped this class to accelerate their learning, and to make exceptionally good progress in their last year in the school. They made up much, but not all, of the ground they had lost previously before they left.
- Standards at the end of the school have gone up in successive years but are still only average because of weaknesses in pupils' progress in the past.
- Disabled pupils and those who have special educational needs make good progress because they get work at the right level in class, as well as extra help outside class which is carefully tailored to meet their particular needs.
- All groups of pupils make similarly good progress. Pupils who are eligible for pupil premium funding make the same good progress as their classmates. This was not always the case in the past so their attainment is often lower than that of their classmates. Last year, there was good progress made in closing this gap, particularly for older pupils, who received a wide range of support, including some one-to-one help, to catch up on their learning. As a result, their progress exceeded that of their classmates.
- Good progress in literacy is being enhanced by a more systematic approach to teaching phonics (how the letters in words relate to the sounds they represent) and linking this to pupils' writing, spelling and reading skills. Pupils throughout the school are making better progress in literacy as a result, and are greatly enjoying these lessons.

### The quality of teaching is good

- A key strength of all lessons is the good management of behaviour, which is based on high expectations, well-established routines and extremely positive relationships with pupils.
- Teachers routinely prepare different work for pupils of different abilities, so that tasks are challenging but manageable for everyone. This strongly supports pupils' good progress in English and mathematics.
- Teachers are good at engaging pupils' interest and enthusiasm. Pupils themselves report that they are given exciting and varied things to do and greatly enjoy their lessons. They are given extensive opportunities for discussion, which improves their understanding and their collaborative skills.

- Teachers provide many opportunities for pupils to evaluate each other's progress and give constructive advice, as well as to continually review their own success against clear criteria.
- There are examples of highly skilled marking in pupils' books which make clear exactly what has been done well, what might be done better, and give tips for improving future work. In mathematics, pupils are sometimes given extra examples to practise techniques they have struggled with, or to extend them to the next level. However, marking is not of the same good quality in all subjects and classes and, too often, pupils do not respond to their teachers' advice.
- ICT skills are taught systematically, but teachers sometimes miss opportunities for pupils to use and practise these skills when they do work in other subjects.
- Skilled teaching assistants greatly help pupils who might otherwise struggle with their work to do well. In class, these pupils are given help when they need it and are challenged to do their best. In small groups outside the classroom, pupils are given work that closely matches their needs, and leads to good achievement.
- Teachers often review what has been accomplished at the end of the lesson and so consolidate pupils' understanding. Occasionally, not enough time is given to this process.

### **The behaviour and safety of pupils are good**

- Pupils are eager to learn, work hard in class and concentrate well. They listen attentively to their teachers, respond thoughtfully to questions, and are keen to succeed.
- Behaviour is good in lessons and around the school. Pupils are polite, friendly and cheerful, and considerate of each other's needs. At break times, play is often lively and energetic, but is also safe. Behaviour is better than at the previous inspection, and this is clearly reflected in parents' views, which are much more positive than in the past. The local secondary school reports that pupils now go into Year 7 much more mature and ready to learn than previously.
- Pupils feel safe in school and can explain why. They know how to contribute to their own and their classmates' safety through their sensible behaviour. The older pupils have a clear sense of responsibility and see it as part of their role to keep an eye out for younger pupils and help them if they are hurt or distressed.
- Boys and girls from a wide range of backgrounds work and play together happily. In class, they share ideas, help each other with suggestions, and work very effectively on collaborative tasks, listening to each other's ideas and contributing their own thoughtfully.
- Pupils have a good understanding of bullying, including cyber-bullying, for example, and can explain clearly the difference between bullying and other poor behaviour. They say that incidents are extremely rare, and have great confidence in the adults to address any issues that might arise quickly.
- Pupils' increasing enjoyment of school is reflected in much-improved attendance, which has continued to rise and is now average.

**The leadership and management are good**

- A very strong sense of educational direction, given by the headteacher's excellent leadership, is complemented by an increasingly effective staff team who have worked together successfully to improve teaching and so raise achievement. Behaviour and attendance have also been improved by a consistent approach throughout the school.
- There are good systems in place to monitor the quality of teaching, and to cross-check this against the progress of pupils in each class. Leaders have used the resulting data to help colleagues to improve their practice, and to set targets to gauge their success in this. The results of this performance management are used effectively to reward teachers for good performance, as well as to continually improve the quality of teaching.
- The local authority has provide good support to the school, particularly in identifying issues of underachievement two years ago and in helping staff to address them.
- Teachers receive good training to help them improve their practice and to enhance their contribution to leadership. The recent training for all staff on the common approach to teaching literacy has been effective in ensuring a consistent approach.
- The exciting range of subjects and activities makes a good contribution to pupils' good spiritual, moral, social and cultural development. Links with a school in Tanzania, the skilled teaching of French, visits to different places of worship, and a wide variety of clubs, from basketball to Japanese, all enhance pupils' understanding. Outdoor learning in the 'forest school' is particularly popular.
- Careful tracking of the attainment of individuals is used to identify any who are not making the progress they should, and to give them extra support to help them catch up. This is particularly successful in enhancing the progress of disabled pupils and those who have special educational needs.
- Carefully judged support is also given to any pupils known to be eligible for free school meals whose progress is not good. Pupil premium funding has been used well to support this provision, as well as to ensure that these pupils are able to take a full part in all aspects of school life and to provide emotional or social help when needed. As a result, the gaps in progress between pupils have been reduced.
- **The governance of the school:**
  - Governors have a good understanding of the quality of teaching and pupils' achievement, and have supported the headteacher and staff well in driving improvements. They have spent funds wisely, and have ensured that the pupil premium money has helped to raise the attainment of the eligible pupils. They have ensured that performance management is used well to improve teaching and to reward good performance. They undertake a good range of training, and support the staff in ensuring that procedures for safeguarding pupils meet requirements.

## 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

<b>Unique reference number</b>	116850
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	405671

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Palethorpe
<b>Headteacher</b>	Jill Grant
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	01584 810234
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