

# Tivetshall Primary School

School Road, Tivetshall St Mary, Norwich, NR15 2BP

## Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Teaching does not consistently help all pupils to make good progress in every subject.
- Teachers' expectations of what pupils can achieve are not high enough.
- Teachers do not provide enough opportunities for pupils to investigate or solve problems in mathematics and science lessons.
- Pupils' progress in mathematics and science is not good enough.
- Senior leaders do not focus enough on improving the quality of teaching.
- Leaders do not focus sufficiently on improving pupils' achievement across all subjects.
- Senior leaders do not check the progress of disabled pupils and those with special educational needs carefully enough.
- The local authority and governing body have not put strong enough systems in place to oversee the leadership of the two partner schools in the federation. Consequently, the acting headteacher does not prioritise sufficient time to identify and tackle necessary improvements at Tivetshall.
- The school's improvement plans are not clear enough to help governors track the school's progress in improving teaching and achievement.

### The school has the following strengths

- The quality of pupils' writing is improving. The standards they reach are now at least average and their progress is good.
- Most pupils reach the nationally expected levels in reading, writing and mathematics at age 11.
- Leaders make great efforts to consult and inform pupils and their parents. The school acts on suggestions from the pupils and parents.
- The school website and blog keep parents, carers and pupils well informed.
- Close links to the local community promote pupils' cultural and social development well.
- Links to local schools provide opportunities for pupils to take part in a range of sporting activities.
- Pupils are confident, polite and friendly. They encourage each other to behave well.
- Pupils feel safe at this very small school. They say that bullying is not a problem.
- The acting headteacher receives good support from governors, parents and pupils who are keen for the school to do well.

## Information about this inspection

- The inspector observed seven lessons, of which five were joint observations with the headteacher. She heard pupils read and scrutinised pupils' work in their exercise books.
- Meetings were held with pupils, members of the governing body, school staff and a representative from the local authority.
- The inspector took account of the 20 responses to the online parent questionnaire (parent View) and held informal discussions with parents and carers.
- The inspector observed the school's work and looked at a number of documents, including the school's own achievement data, planning and monitoring documentation as well as documents relating to safeguarding.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Michelle Winter, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- The school is much smaller than average. It does not use alternative provision.
- The school is federated with another local small primary school. The schools share a governing body and the acting headteacher leads both schools.
- An acting headteacher was appointed in September 2012 for one school year following the resignation of the previous headteacher who was in post for one year.
- The proportion of pupils identified with special educational needs supported through school action is lower than average.
- All pupils are from white British backgrounds.
- There are two classes in the school. One is for children in the Early Years Foundation Stage and Key Stage 1. The other is for pupils in Key Stage 2.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is higher than average.
- The governing body is currently considering its plans for the future of the school and its leadership.
- The school currently meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.

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

- Improve the quality of teaching so that all of it is good or better by ensuring that:
  - teachers' expectations of what pupils can achieve in all subjects including science, history and geography are high
  - teachers assess pupils' different skills and abilities thoroughly and plan work which challenges all of them in all subjects
  - teachers ensure that no learning time is lost by keeping pupils fully involved throughout lessons.
- Improve the attainment and progress of all pupils by:
  - providing regular opportunities for pupils to apply their knowledge and skills to challenging problems and investigations, particularly in mathematics and science
  - setting appropriately challenging targets for disabled pupils and those with special educational needs and provide work which ensures targets are achieved.
- Improve leadership and management by ensuring that:
  - leaders give enough priority to improving Tivetshall in this federated partnership
  - improvement plans include challenging targets to increase pupils' progress and improve the quality of teaching
  - leaders check the quality of teaching and learning, and set targets for improvement through robust management of the performance of staff
  - leaders provide high quality professional development training to improve the quality of teaching
  - teachers and leaders track the progress and attainment of all pupils including disabled

pupils and those with special educational needs to ensure they are meeting challenging targets and not falling behind.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress is not yet good because it is uneven across subjects. It is good in writing and most pupils achieve the standard expected for their age. Progress in mathematics is not as strong. Teachers do not plan work in mathematics that challenges the most able pupils. Teachers sometimes give pupils tasks that they do not understand.
- Pupils do not have enough opportunities to apply their knowledge of how to add, subtract, multiply and divide to solve higher level mathematical problems.
- Writing in other subjects, such as topic work, which includes history and geography, is below the standard of written work in literacy lessons.
- Standards in science are not high enough. Too often teachers plan the same worksheet based tasks for all pupils regardless of their ability. Pupils do not have enough opportunities to investigate and challenge themselves.
- Most pupils are now making good progress in reading. They read regularly at home and at school. Pupils say they enjoy reading and can name their favourite authors. Younger readers are using their knowledge of phonics (the sounds letters represent) well. Pupils in Year 1 can blend sounds they recognise to read unfamiliar words. Pupils' phonic knowledge has improved since last year.
- Children enter the school with varying skills and development levels. Most of them start Year 1 with the skills expected for their age. Recent improvements in the outdoor learning area have helped children to develop their skills across all areas of learning because they have greater opportunities to learn by playing. Children are confident learners. They are developing their language and literacy skills particularly well.
- Disabled pupils and those with special educational needs do not make consistently good progress. They often have additional help in lessons from a teaching assistant and some of them have individual learning programmes. Teachers and leaders do not check their progress often enough for the school to know if this additional support is effective.
- The school uses the funding provided by the pupil premium to provide additional small group teaching in phonics and in improving writing. This support is successful in closing the gap in attainment for some but not all pupils.

### The quality of teaching

### requires improvement

- The good teaching of writing is not consistent across all areas of the curriculum.
- Most teaching does not challenge pupils to make good progress in mathematics' lessons because tasks are not challenging enough for some pupils or too difficult for others.
- Teachers' assessments of attainment in mathematics are not as reliable or helpful because they are not thorough enough and do not cover all areas of the mathematics curriculum.
- Science teaching is often failing to meet pupils' needs. Too much emphasis is put on completing work sheets after an experiment rather than, for older pupils in particular, working out how to

present their work themselves.

- Pupils often spend too long waiting for direction from their teacher before getting on to their activities. In some lessons, they work on computers or tablets to complete tasks at their level while teachers work with others and this works well.
- In some lessons teachers' expectations of what can be achieved are not high enough. Pupils spend too long listening to the teacher and not enough time answering questions or working independently.
- Teachers' marking has improved since the last inspection. They assess writing weekly and the feedback pupils receive helps them to know specifically what to improve.
- Teaching in the Early Years Foundation Stage is good. In one lesson led by a teaching assistant, pupils that are more able were devising their own sums for others to attempt. Activities like these and others help Reception children use what they have learned in a variety of situations and this deepens understanding.
- Teaching develops pupils' social and moral skills well. Pupils encourage each other in lessons and work well together.
- Pupils enjoy a wide range of opportunities to take part in events, which bring the local village community together. These activities promote pupils' cultural and social development well.

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

- Pupils and parents enjoy the family feel of this very small school. Older pupils readily take responsibility for helping younger ones, often without direction from adults. In lessons pupils are patient and keen to help each other.
- All of the parents and carers who expressed a view believe that their children are safe and happy at school. Pupils too say they feel safe. They know the areas where they need to take extra care, for example in the kitchen and car park.
- Pupils are enthusiastic about their school. They behave well in lessons and are extremely polite and very friendly towards visitors.
- Routines for the Reception children are well established and children behave well. When working independently, they organise themselves well and share equipment sensibly. They respond quickly when adults ask them to do something.
- Pupils' attendance has improved and is now average.
- When teaching is not good enough, pupils' attention wanders and they lose interest.
- Pupils say that bullying does not happen at the school and there have been no significant incidents of poor behaviour. Pupils' do not know enough about how to avoid the different forms of bullying that they might experience outside the school.

**The leadership and management requires improvement**

- The acting headteacher does not spend sufficient time at this school to identify and tackle weaknesses.
- Leaders are ambitious for the school but have not successfully communicated this to all members of staff. Procedures to appraise teachers' performance are not resulting in consistently good teaching across all subjects.
- The appointment of the acting headteacher has provided stability to the school after a period of quick change. The school runs smoothly from day-to-day.
- Although attainment and progress have improved recently, neither are securely good because leaders have not done enough to improve the quality of teaching in mixed age classes.
- During the inspection, the headteacher made astute and accurate evaluations of teaching. However, teachers do not receive regular enough feedback on the quality of their teaching to ensure they improve.
- Staff know pupils well, including their strengths and weaknesses. Work to evaluate pupils' progress systematically is at an early stage of development.
- Teachers do not use learning targets well enough to ensure that disabled pupils and those with special educational needs make good progress. Teachers do not review or update targets frequently enough. In this respect, leaders need to do more to tackle discrimination and ensure equality of opportunity for all pupils.
- Leaders do not check teachers' assessments to ensure they have an accurate picture of pupils' achievements in mathematics.
- The school's view of its performance is too generous. Improvement plans do not have specific, measurable targets linked to achievement and the quality of teaching so it is difficult for the governing body to judge the school's progress towards its goals.
- Leaders allocate the pupil premium funds appropriately but they have not evaluated the impact of it well enough in improving the progress and attainment of the small number of pupils who are eligible.
- The curriculum does not always meet the needs of learners. Expectations in some subjects are not high enough, particularly in science, history and geography.
- Parents and carers are supportive of the school. The school works well with its community.
- The school blogs give parents day-to-day information about what is happening at the school. Pupils make their own contributions to comment on news items or describe new events. The school publishes policies and procedures on the website and ensures they are available to parents and carers.
- Pupils appreciate the visits to the local area and beyond with pupils from the partner school. The school provides good opportunities for sporting activities, including by working with local secondary schools. All pupils from Year 1 to Year 6 are learning to swim and sports teams play competitively against other schools. Pupils are also learning to play drums in weekly music

lessons. Pupils look forward to their annual activity week which ends in an overnight camp.

- The local authority has adopted a light touch approach to the school. In this very small school they place too much reliance on attainment data from national tests to judge the school's effectiveness. Support, training and advice for the governing body are securing improvements in governance. The acting headteacher reports that local authority induction arrangements have been helpful in providing examples of good practice as well as clarifying national and local expectations of headteachers and schools. The acting headteacher appreciates the support she receives from the local authority and a Local Leader in Education (LLE). There has not been enough guidance given to the headteacher and governors in how to lead and manage two schools effectively.

■ **The governance of the school:**

- The governing body is improving rapidly. Governors consult parents and carers regularly and have lengthened the school day because of parents' comments. Safeguarding has a high priority and the governing body ensures it regularly reviews policies and makes sure that staff are properly trained in child protection. A member of the governing body conducts unannounced visits to ensure that the necessary checks on adults working with children are completed. Governors have held a pupil conference to gain an accurate understanding of pupils' views and wishes. Governors are determined to do more to improve their own effectiveness and the quality of learning at the school. All members of the governing body have retrained to ensure they fully understand their responsibilities. The governing body has sought guidance to ensure it fulfils its statutory duties and has planned an evaluation of governance to guide its work further. The governing body does not yet receive enough information about the performance of teachers or the progress and attainment of pupils beyond national test results. Governors have not considered the effectiveness of teaching when considering teachers' pay progression. They know how the school uses the pupil premium funds but do not receive information about the impact of this funding on pupils' achievement. Governors are considering the future of the school and exploring a range of possibilities following advice and direction from the local authority.



## 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>	120861
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405972

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Adshead
<b>Headteacher</b>	Carol Green
<b>Date of previous school inspection</b>	17 February 2011
<b>Telephone number</b>	01379 677350
<b>Fax number</b>	01379 677350
<b>Email address</b>	office@tivetshall.norfolk.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

