

# Tunbury Primary School

Tunbury Avenue, Chatham, Kent, ME5 9HY

**Inspection dates** 10–11 July 2013

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

- Pupils achieve well and make good progress, especially in reading and writing.
- Children in the Reception classes have a solid start because the environment is stimulating and the teaching is good.
- Attainment is above average at the end of Year 6 in reading, writing and mathematics.
- Reading, writing and communication skills are particular strengths of the school. Pupils are able to apply the skills they have been taught in a range of situations, demonstrating that they have been taught well.
- Pupils feel safe in school and this view is endorsed by parents.
- The learning environment is pleasant and welcoming.
- Pupils behave well and are courteous. There are strong relationships within the school. Pupils enjoy school and feel well cared for.
- Since the previous inspection, new leaders have worked hard to introduce systems to monitor teaching and learning which have greater rigour.
- Senior leaders, including governors, are unrelenting in their drive and ambition to achieve the highest standards. This means that teachers are held accountable for the progress of pupils.
- Governors and senior leaders have introduced a new attendance policy which clearly emphasises the importance of good attendance throughout the year.

### It is not yet an outstanding school because

- Pupils do not make as much progress in mathematics as they do in reading and writing because teachers do not always plan tasks at the right level for the ability of the pupils.
- Marking is not consistent across the school.

## Information about this inspection

- Inspectors observed 28 lessons, of which two were jointly observed with either the headteacher of the deputy headteacher.
- Inspectors heard pupils read and watched two assemblies, one in Key Stage 1 and one in Key Stage 2, which were led by members of the teaching staff.
- Meetings were held with a group of pupils, the Chair of Governors, senior and middle leaders and a representative of the local authority to discuss the nature and impact of their support.
- The inspection team took account of the 128 responses to Parent View, Ofsted's on-line questionnaire, informal conversations with parents on the playground, one letter from a member of staff, one letter and three e-mails received from parents.
- The inspection team looked at a range of documents, including the school's checks on how well it is doing and improvement plans, governor minutes and reports, and information on the current progress of pupils in the school, as well as their progress over the last three years. The inspectors also examined the school's policies in relation to safeguarding, behaviour and attendance and arrangements for the performance management of staff.
- The inspection team looked at the school's website.

## Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Maura Docherty

Additional Inspector

Joanna (Gay) Tattersall

Additional Inspector

## Full report

### Information about this school

- Tunbury is a much larger than average-sized primary school.
- It is a three-form entry school and all pupils are taught in single-aged classes, including in the Early Years Foundation Stage.
- Nearly all pupils are White British.
- The proportion of pupils with special educational needs and supported through school action is below average, as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The numbers of pupils eligible for pupil premium, which is additional funding provided by the government to support pupils known to be eligible for free school meals, in local authority care or from service families, are below those found nationally. There are no children of service families in the school.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has experienced some changes in the leadership structure and membership. The previous headteacher retired and an acting headteacher was in place until the appointment of a substantive headteacher in January 2013. There is an acting deputy headteacher in post who will be substantive from September 2013, when two assistant heads will begin working at the school. In July 2013, a number of the existing staff are leaving, some to take up promotion to more senior roles, and new appointments have been secured for September 2013, ensuring that there will be a stable staff in place at the beginning of the new academic year. The long-term absence of a member of staff is being covered by a temporary teacher. The substantive teacher is due to return to the school.

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

- Improve teaching so that more of it is outstanding by:
  - ensuring that tasks are precisely matched to the abilities of the pupils within each individual class
  - using assessment information within lessons to re-shape tasks where necessary to ensure that progress is more rapid within the lesson.
- Accelerate progress in mathematics by:
  - ensuring that the marking policy is used consistently across the school, especially in mathematics, so that pupils know their next steps in learning
  - using assessment information to plan lessons in mathematics which provide opportunities for pupils to extend their knowledge and understanding of basic skills, taking into account the prior learning of pupils, so that the learning moves forward at a brisk pace.

## Inspection judgements

### The achievement of pupils is good

- Achievement is not yet outstanding because progress, especially in mathematics, is not yet rapid enough for all pupils and groups of pupils.
- Attainment is high. Results in national tests for the last three years indicate a pattern of attainment which is significantly above that found nationally. Unvalidated results for the current academic year show that attainment continues to be high, with an increased proportion achieving Level 6. However, pupils do not make as much progress in mathematics because some teachers do not use assessment information to plan lessons which provide appropriate challenge for pupils.
- Children enter the Reception class with skills in line with those expected for their age and make good progress, entering Year 1 at above expected levels. Pupils talk enthusiastically about learning. They were thrilled to see that the bean plants they had planted were developing beans! Good planning by teachers, which links areas of learning together, provides children with a range of interesting opportunities to apply their skills and develop confidence in a safe and stimulating environment.
- Since the previous inspection, the new headteacher has introduced new marking and assessment procedures to enable pupils to know how to improve their work. However, although these systems are used to good effect in some classes and by some teachers, they are not yet fully embedded across the school and, as a result, progress is not as rapid in some classes as in others.
- Attainment of pupils in both reading and writing is significantly higher than that found nationally. This has been a consistent feature for a number of years, demonstrating that the school has provided a sound education for its pupils.
- Although attainment in mathematics has been high, pupils' progress dipped in 2012. However, steps have been taken to address this and the recent progress of pupils currently in the school in mathematics is at least expected, and often better than expected, as a result of more focused monitoring of teaching and learning, together with targeted actions to improve progress in mathematics. This is confirmed by the progress of pupils in some lesson observations and scrutinies of work.
- Pupils with special educational needs make similar progress to their peers in reading and writing, but although progress is at the level expected, it is not as rapid in mathematics.
- Pupils who are eligible to receive pupil premium funding make better progress than their peers, by almost one term's progress, in both English and mathematics.
- The proportion of pupils reaching the expected standard in the phonics (linking letters with the sounds they make) screening test was above the national average in 2012 and has increased this year, demonstrating that the teaching of phonics is effective.

### The quality of teaching is good

- Teaching is usually good with some that is better. Teachers have high expectations and pupils want to learn and do well.
- Teaching in the Reception classes is consistently good. Planning is good because teachers use assessment effectively when they are planning activities and, as a result, tasks are well matched to abilities and children make good progress.
- Phonics is taught well and, as a result, pupils are able to apply this knowledge to their reading and writing. Consequently, pupils make good progress in these subjects throughout the school.
- Reading and writing are taught well throughout the school. Pupils make good progress because they have the necessary skills which they are able to apply in other contexts.
- Pupils' work is marked regularly. However, in some classes, especially in mathematics, the

marking is not always evaluative and, as a consequence, some pupils do not always know how to improve their work or know what their next steps in learning are. Since the previous inspection, the use of assessment has improved, but it is not yet sufficiently well used by all teachers, especially in mathematics, to ensure that work is precisely at the right level for all pupils. Teachers do not always re-shape tasks within lessons to accommodate the learning and progress made and, as a result, the progress of pupils is occasionally not as rapid as it could be.

- Disabled pupils and those with special educational needs are taught well and make similar progress to their peers. Pupils in receipt of pupil premium are closing the gap with their peers because of effective teaching and support.
- There is evidence that pupils benefit from good questioning by adults, thus challenging the thinking of pupils. This was particularly evident in a Year 6 literacy lesson, where pupils were challenged to make comparisons and justify their reasoning.

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

- Pupils are unfailingly courteous. Behaviour is typically good, as confirmed by parents and pupils.
- The atmosphere in the school is calm and purposeful, which facilitates good learning.
- The attendance of pupils is good and the school has sound procedures in place for addressing absence.
- Pupils are able to work collaboratively together, sharing ideas, in a mature way. The positive relationships which exist within the school support the strong attitudes to learning and result in pupils enjoying their lessons.
- Pupils understand that there are different forms of bullying, including name-calling and cyber-bullying. Older pupils have undertaken work in lessons to explore cyber-bullying and the steps they can take to protect themselves. They know how to keep safe in a range of situations. Pupils, and their parents, are confident that any poor behaviour is dealt with rapidly and effectively.
- Pupils feel safe within the school and parents are confident that their children are safe in the school. Breaktimes are well supervised, although pupils who prefer quieter activities are not as well catered for as those who prefer more boisterous games.
- Pupils are provided with opportunities to celebrate their skills, which make a strong contribution to their spiritual, moral, social and cultural education; for example, in a Key Stage 1 assembly, Year 4 pupils played their violins to great appreciation.

### **The leadership and management** are good

- Since the previous inspection, the new, dynamic leadership team holds teachers to account for the progress of the pupils within their class. However, the leadership team has not yet had the time to deliver consistently outstanding teaching within the school
- The arrangements for the monitoring of performance management for staff are strong. There is a very clear link between pupils' progress, performance management and salary progression. Appropriate professional development is provided for all staff. This, along with better use of assessment, is beginning to impact positively on the progress of pupils, although this improvement is not yet fully embedded.
- The curriculum is broad and balanced. The curriculum is enhanced through the provision of visitors into the school, together with visits to places of interest. Activities which develop the tolerance and understanding of pupils towards others who are from differing ethnic backgrounds are effective and pupils have a clear awareness of other cultures and beliefs. The provision for developing the spiritual, moral, social and cultural aspects of pupils' education are good, as demonstrated through the high quality displays around the school which celebrate pupils' work and illustrate the breadth of the curriculum.
- The school promotes equality and ensures equality of opportunity for disabled pupils and those

with special educational needs, as well as those supported through the pupil premium, by providing well targeted support.

- The school meets safeguarding requirements.
- Governors and the school's leaders recognise the importance of good attendance in securing high attainment and rapid progress for pupils. To this end, they have introduced a new attendance policy which is uncompromising in its approach to term-time holidays.
- The local authority has provided appropriate support for the school during the last academic year as the school made the transition from one leader to another. The school has also benefitted from additional external support.
- The new leadership team have introduced systems for tracking progress and monitoring the effectiveness of teaching and learning which are more rigorous than those used previously in the school. These systems are beginning to have impact in that the quality of teaching is starting to improve.
- Parents are supportive of the school but, understandably, have been concerned about the number of staff leaving. The school's leaders have provided opportunities for parents to meet the new members of staff and thus reassure parents that their children will continue to receive an education which enables them to attain well, while making increased levels of progress.
- Parents report that 'pupils love learning'. They appreciate the training provided by the school in the teaching of phonics, together with other information provided about the activities of the school.
- **The governance of the school:**
  - Governors are reflective. They have a good understanding of pupil premium and how it is used. Governors receive regular reports about the impact of the pupil premium spending, together with reports about the quality of teaching and the achievement of pupils, understanding how the school compares with others both locally and nationally. There are regular monitoring visits to the school and the governors have undertaken appropriate training to enable them to fulfil their functions effectively. Governors are involved in performance management, basing salary progression on outcomes. The relevant members of the governing body ensure that the school's finances are robust. Governors are involved in the setting of new objectives for the school development plan.

## 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>	118493
<b>Local authority</b>	Kent
<b>Inspection number</b>	403347

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

<b>Type of school</b>	All through
<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>	589
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Cameron
<b>Headteacher</b>	Liz McIntosh
<b>Date of previous school inspection</b>	21 May 2008
<b>Telephone number</b>	01634 863085
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