

Tredington Community Primary School

Tredington, Tewkesbury, Gloucestershire, GL20 7BU

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. Pupils of all ability levels make excellent progress and attainment in the national assessments at the end of Year 6 has been significantly above average for some years. Achievement in reading is particularly strong in all year groups.
- Pupils from Traveller and Showman families make much better progress than their peers nationally.
- These levels of achievement are the result of outstanding teaching. All teaching observed was at least good, with several examples of outstanding practice. Teachers are particularly good at ensuring that the wide ranges of ages and abilities in their classes are catered for so that the needs of all pupils are met extremely well.
- Teaching assistants are very skilled and are an integral part of the planning process so that they enhance pupils' learning extremely well.
- Pupils' behaviour is exemplary. A pupil put it extremely well when they said that the school motto, Friends learning together, is absolutely true as all are considered friends in the school. Pupils are confident and caring and extremely courteous and polite. They, and their parents and carers, regard themselves as being extremely well looked after and feel exceptionally safe in school.
- As a member of staff put it, 'This is a small school with big ideas.' There is a very clear determination, shared by all staff and governors, to provide the best for the pupils and to continue to develop and improve. The school benefits from the different skills of the headteacher and the acting headteacher. In particular, their monitoring of teaching and learning has been very effective in developing teachers' practice and therefore pupils' achievement. The governing body is proactive in seeking training and development and takes its full share of responsibility for ongoing improvements.

Information about this inspection

- The inspector visited eight lessons and two of these were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils and the Chair of the Governing Body. He also met with a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school day and analysed the results of the 38 responses to Parent View, the Ofsted online survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Tredington Community Primary School is much smaller than the average-sized primary school. Pupils are grouped into four classes, one for Reception and Year 1, one for Years 1 and 2, one for Years 3 and 4 and one for Years 5 and 6.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is higher than average. There are currently no children in the school in the care of the local authority or of service families.
- More than a quarter of the pupils are from Traveller or Showman families. There are a few pupils from other minority ethnic groups, but none of these speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or who have statements of special educational needs is also above average.
- The proportion of pupils leaving or joining the school at times other than the normal leaving or joining points is higher than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The headteacher leads the school for four days of the week and is supported by an acting headteacher who manages the school for the remaining day.
- The school provides accommodation for the local playgroup, but this is managed privately and will be inspected separately.

What does the school need to do to improve further?

- Work to improve pupils' achievement in mathematics, which is marginally less strong than in reading or writing, by:
 - increasing the use of appropriate practical materials in mathematics through the school
 - raising the profile of mathematics within the school, for example by using strategies already implemented in reading and writing.

Inspection judgements

The achievement of pupils is outstanding

- As is common in small schools, attainment is variable year on year. However, when children join the school in Reception, their skills and knowledge are generally below those normally found. They make a strong start and by the time they join Year 1 they are generally reaching expected standards for their age.
- Attainment in the national assessments in Year 2 rose dramatically in 2012 to be well above average in reading, writing and mathematics. These standards were maintained in 2013 when all pupils achieved the expected level, as they did in 2012. A high proportion also reached the higher Level 3, especially in reading.
- In the national assessments at the end of Year 6, attainment has been comfortably above average for three of the last four years; the exception being in 2011 when more than half of the cohort had identified special educational needs. Once again, all pupils have reached the expected level in each of the last three years, including 2011, even though overall results were not as high in this year, with a high proportion achieving the higher Level 5, and some Level 6 in reading in 2012 and 2013.
- Standards in reading are particularly high in all year groups. All pupils attained the expected level in both the 2012 and 2013 national phonics (linking letters and sounds) screening check in Year 1. Standards in reading are high by the time pupils leave. Pupils enjoy their reading and read widely.
- Pupils' progress in mathematics is slightly less rapid than in reading or writing. The school has recognised this and is putting in place a number of initiatives to address it. For instance, pupils do not make enough use of appropriate practical materials to enhance their understanding.
- Disabled pupils and those who have special educational needs make the same excellent progress as their classmates. They have specifically focused plans made for their learning and are well supported, often by one of the skilled teaching assistants.
- The pupils from Traveller and Showman families make much better progress than their peers nationally, despite a number missing schooling when their families are travelling.
- The pupil premium funding is used well to support individual pupils. There were not enough of these pupils in 2012 to compare their attainment with their classmates. However, they are making the same rapid progress as their peers.
- The very few pupils from minority ethnic groups make the same progress as their classmates.
- Those pupils who join the school in classes other than Reception are quickly assimilated and their progress is soon as good as other pupils.

The quality of teaching is outstanding

- There are some significant strengths in the quality of teaching. One of these is that teachers are extremely good at giving pupils guidance on how they can improve their work. Marking is rigorous and gives points for improvement, and time is set aside at the start of lessons for pupils to read and act on these pointers. Clear targets are set and pupils appreciate these and say that they help them to improve their work.
- There were a number of examples of outstanding practice observed during the inspection. For example, in a numeracy lesson for the younger pupils, regular changes in the activities maintained the interest of the pupils and continually added further levels of challenge. Similarly, in a literacy lesson for the older pupils, challenging tasks and timely interventions by the teacher enabled pupils of all abilities to make excellent progress and produce lively, engaging writing. Teaching assistants play a full role in aiding pupils' progress. They are an integral part of the planning process and therefore know exactly what they are expected to do with the pupils and how to help them make rapid progress. In common with the teachers, they are skilled at asking

questions to encourage pupils to think for themselves and take their learning on.

- Teachers plan extremely well for the wide range of ages and abilities in their classes. This is another area where teaching assistants are used very well. For instance, occasions were observed where pupils with special educational needs were taught separately and very effectively by a teaching assistant at the start of the lesson, so that they did not have to sit through the initial part of the lesson where they would have struggled with the pace.
- Teachers assess pupils' progress regularly and are quick to identify any who might be in danger of slipping behind. Excellent strategies are put in place to enable them to catch up, most of these delivered by the teaching assistants. The effectiveness of these strategies is monitored very carefully and many pupils make accelerated progress due to this extra help.
- Pupils enjoy being challenged, saying such things as, 'The work is difficult, but not so challenging that we can't do it.'

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in and around the school is exemplary. Parents and carers, staff and governors are unanimous in this view. Pupils say that the excellent behaviour seen during the inspection is typical of the usual standards. They are extremely caring and considerate, and say such things as, 'Everybody gets on really well together.'
- A particular strength of pupils' behaviour is their respect for all members of the school community. For example, pupils are extremely sensitive with those who have difficulties. Pupils show a keen awareness of the needs of others and this contributes well to their social and moral development.
- Pupils' behaviour for learning is outstanding, pupils listen attentively to what others have to say and even the youngest pupils were observed listening carefully and responding to the views of their classmates. Concentration levels are exceptionally high. For instance, children in the Reception class were fully engaged in their outdoor activities in the school's wooded area as part of their Forest School and persevered with their exploration for lengthy periods.
- Pupils, and their parents and carers, all confirm that pupils are extremely safe in school, due to the diligent work of all the staff.
- Pupils say that bullying is rare, very minor and extremely well dealt with when reported. They have very good awareness of different types of bullying, talking knowledgeably about cyber bullying for instance. Discrimination of any kind is not tolerated and pupils have a good awareness of a range of world cultures.
- Some pupils from Traveller and Showman families do not attend school as regularly as they could. However, the school is working hard to improve attendance and there is a continuous trend of improvement.

The leadership and management are outstanding

- The headteacher and acting headteacher are a strong team. Their drive for improvement is shared by all staff and governors. All teachers take on management roles effectively. For instance, the leader for the Early Years Foundation Stage has developed a good system of assessment to keep track of children's development.
- The management of teachers' performance has been used well to support and extend skills and to improve the quality of teaching and, consequently, pupils' achievement. There is a strong and active group of local schools that ensures that staff development can be shared and this has been effective.
- There are strong partnerships with parents who are extremely supportive. Parents and carers expressed extremely positive views of the school when responding to Parent View and were unanimous in saying that they would recommend the school.
- A determination to provide equality of opportunity is central to the school's ethos and this is

demonstrated in the way that pupils are prepared for their futures. For instance, the close links with a local secondary school have provided good opportunities for pupils to engage with a wider social circle. Pupils appreciate this, especially when it involves sporting activities such as football or netball competitions.

- Provision for pupils' spiritual, moral, social and cultural development is exceptionally strong. Pupils are provided with excellent opportunities to reflect on moral and social issues and their spiritual and cultural development is widened significantly through visits and visitors.
- Funds are managed very carefully. Effective management is also demonstrated in the way that the funds provided for pupils eligible for the pupil premium are used. It is focused on the needs of these pupils and is effective in improving their progress and access to the curriculum.
- The curriculum provides well for the needs of the pupils. Pupils said that they particularly enjoy the special time and focus given to reading and writing. The school is now planning to introduce similar focus and special events to raise the profile of mathematics to the same level.
- The new funding for physical education has been planned for extremely well and a significant amount has already been spent on employing expertise and linking with the local secondary school. Healthy exercise has a high priority in the school and every break ends with an exercise session or running.
- Safeguarding procedures are thorough and pupils are kept safe.
- The local authority regards the school as being a light touch school, and therefore not in need of significant support. However, it says that the school is very proactive in seeking focused training and support when necessary.
- **The governance of the school:**
 - The governing body performs its role very effectively. Governors are acutely aware of the strengths and weaknesses of the school and have offered very strong support to management in the drive to improve. Their knowledge is based on first-hand experience as they are regular visitors to the school and each of these visits has a clear focus. Governors know how good teaching is and how the management of teachers' performance has been used effectively to improve the quality of teaching. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium support. The school provides detailed information on the progress that pupils make. Governors' strategic planning is demonstrated very well in the way that funds have been managed to enable the school to have four classes rather than three, so keeping class sizes small. Governors are proactive in seeking training and ask detailed questions that show their understanding of the progress made by all pupils.

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	115538
Local authority	Gloucestershire
Inspection number	426812

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Rob Newman
Headteacher	Jane Dunwell
Date of previous school inspection	1 October 2008
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