

Tilney St Lawrence Community Primary School

School Road, Tilney St Lawrence, King's Lynn, PE34 4QZ

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Children settle quickly into the Early Years Foundation Stage. They learn well, particularly in developing their social and communication skills, and make good progress.
- Achievement is good and pupils continue to make good progress through Key Stages 1 and 2. As a result of improvements in teaching, standards have risen over the past two years.
- Pupils make good progress in reading, writing and mathematics, including disabled pupils and those who have special educational needs.
- Teaching is good. The skilled questioning of class teachers and teaching assistants ensures that pupils are encouraged to think deeply and develop their understanding.
- Good relationships result in a positive atmosphere. Pupils feel safe in school and are proud of their school. Behaviour is good around school and in class.
- The executive headteacher provides strong leadership and management. With the very good support of senior leaders, managers and the governing body, this has brought about good improvement since the previous inspection.
- The curriculum provides pupils with a wide range of experiences. The variety of additional opportunities offered to pupils helps them to develop their spiritual, moral, social and cultural understanding.

It is not yet an outstanding school because

- A small minority of teaching requires improvement and not enough is outstanding.
- On some occasions, more-able pupils are given tasks and activities that are too easy and result in them not making as much progress as they should.
- In lessons, teachers do not always spot when pupils' learning could be moved on more quickly.

Information about this inspection

- The inspector observed teaching in six lessons across all classes. The executive headteacher accompanied the inspector on two lesson observations. The inspector also observed one-to-one and small group support sessions and a class assembly.
- Meetings were held with a group of pupils, members of the governing body, senior leaders, teachers and a representative of the local authority.
- The inspector scrutinised work in pupils' books, the school's tracking data, school improvement plans, and documents relating to management and safeguarding.
- The inspector met with parents at the start of the school day. There were insufficient responses to the online questionnaire, Parent View.
- The inspector scrutinised the 10 questionnaires returned by staff.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than average.
- It is part of a three-school federation. These schools share an executive headteacher who also leads another primary school and have a joint governing body.
- Most pupils are White British and no pupils speak English as an additional language.
- The proportion of pupils who are entitled to the pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or a statement of special educational needs is also broadly average.
- There are too few pupils in each year group to report on whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club each morning.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement further by ensuring that:
 - more-able pupils are consistently provided with tasks which are hard enough and that ensure they make the progress of which they are capable
 - teachers assess pupils' progress during lessons more frequently so that they are moved on to new work as soon as they are ready
 - teachers are given regular opportunities to see outstanding teaching in practice.

Inspection judgements

The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills are below those expected for their age, particularly in language, communication and physical development. Children make good progress and are well prepared for the next stage of their learning when they transfer to Year 1.
- This good progress is maintained in Key Stage 1 and again in Key Stage 2 because the quality of teaching is almost always good and pupils have very positive attitudes to learning and want to achieve as well as they can.
- Standards at the end of Key Stage 1 have improved significantly over the last two years and were broadly average in 2012 and 2013. By the time pupils leave the school at the end of Year 6, their attainment has been broadly average in recent years and in 2013, it was above average in reading and mathematics.
- In 2013, all pupils made at least the expected amount of progress and the proportion making better than expected progress was above the national average in reading, writing and mathematics. Current data indicate that this level of progress is set to continue.
- This is an inclusive school where disabled pupils and those with special educational needs are encouraged and helped so that they make good progress.
- The needs of pupils from minority ethnic backgrounds are also well met, so they make good progress. This demonstrates that the school values the equality of all pupils.
- Current data show that the additional support for pupils who are eligible for pupil premium funding means that they make similar progress to their classmates. There were too few pupils entitled to pupil premium funding in 2013 to report on their attainment in English and mathematics without identifying individuals.
- Pupils enjoy reading. Younger pupils are taught well how to link letters and sounds to help them understand and say unfamiliar words. They develop well as readers, and by Year 6, most pupils read with fluency and confidence.
- Progress is good throughout the school because pupils are enthusiastic learners. However, there are occasions when more-able pupils are not given work that is sufficiently challenging or given the opportunity to move on to the next stage of learning as soon as they are ready to speed up their progress.

The quality of teaching is good

- The quality of teaching, including the teaching of reading, writing and mathematics, has improved since the previous inspection and is now good overall, which is helping pupils to make good progress.
- Since the previous inspection, school leaders have successfully focused on improving the quality of teaching through more rigorous checks on classroom practice and through making better use of information on pupils' attainment and progress.

- In Early Years Foundation Stage, good teaching provides an extensive range of challenging learning opportunities to engage children. Teachers and teaching assistants support the development of children's communication and social skills well.
- Teachers now expect the best of what pupils can achieve, they provide clear explanations and ask well-considered questions to develop pupils' thinking and clarify their understanding. For example, in a mixed Year 4, Year 5 and Year 6 English lesson, pupils were encouraged to explain their understanding about descriptive language and support each other in extending their writing.
- In all lessons, teachers manage pupils well so that behaviour is good and pupils enjoy learning. This is because teachers know each child very well and provide activities that engage their interest.
- The use of support staff is very good. Teaching assistants are knowledgeable, well prepared for lessons planned by the teacher and have positive relationships with all pupils.
- The quality of teachers' marking is good with clear explanations about what pupils have done well and guidance to pupils on how they can improve their work.
- Teaching effectively promotes pupils' good spiritual, moral, social and cultural development. Teachers ensure that pupils work together well in lessons and value and respect the thoughts of others, such as when they work with their 'talk partners'. As a result, they show respect for each other, and are given many opportunities to reflect on their work in lessons. They also had the chance to express their feelings towards helping others in a class assembly observed during the inspection.
- In many lessons where teaching is good, teachers plan activities which are pitched at the right level for pupils' different abilities. However, they do not always check to see if pupils have achieved their goal and move their learning on to maximise progress, particularly for more-able pupils.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and apply themselves to all tasks. They work well together in small groups and in pairs. Only on occasions when they have completed work and are not moved onto their next stage of learning rapidly enough, do they lose their concentration.
- Pupils are polite and courteous to each other and to adults. Teachers and pupils demonstrate respect for one another and pupils speak highly of the support they are offered at this small school. They are enthusiastic and one pupil commented, 'My favourite thing is learning'.
- Children in Reception mix happily together and soon get used to the sort of behaviour that is expected of them.
- Pupils behave well in class, in the playground and around the school. They understand the school's code of conduct and the consequences of inappropriate behaviour.
- Pupils say that bullying does not happen at Tilney St Lawrence and are confident that it would be dealt with well by staff should it do so. Older pupils, in particular, have a good awareness of

different types of bullying and are aware of how to keep themselves safe. When asked, all pupils spoken to by the inspector said that they feel safe in school and understand about staying safe on the internet.

- Attendance has improved recently to levels that are in line with the national average. This is due to effective monitoring by the school and tackling possible persistent absenteeism before it can escalate.
- The breakfast club gives pupils a healthy start to the school day, with well-planned activities, wholesome food and a nurturing environment where pupils feel safe.

The leadership and management are good

- The executive headteacher is well respected by staff and pupils. She has led the school effectively through recent changes, supporting staff to improve good practice. This has led to the happy atmosphere that staff and pupils talk about. Parents who spoke to the inspector were positive about the support the school offers to their children.
- Teachers have a number of leadership roles due to the size of the school, and some areas of responsibility are shared across the federation. Discussions during the inspection show that recently opportunities for training have been utilized so that leaders with particular responsibilities are able to further develop the skills and knowledge for their subject.
- School improvement planning reflects the school's drive to further raise achievement. The plan has the right priorities and sharply focuses on increasing the proportion of pupils making good progress.
- Staff provide a rich and varied programme of lessons and extra activities that promotes pupils' learning and capture their interest. Pupils are given the opportunity to learn musical instruments such as the ukulele and participate in clubs such as tag rugby and street dance, which all help to enrich their learning experience.
- School leaders promote equal opportunities and cooperation strongly. This ensures that there is no discrimination.
- The primary school sport funding is being used appropriately to ensure pupils experience a wide range of activities across the federation and improve teachers' understanding of how to develop pupils' physical skills. The school has identified appropriate ways of evaluating the spending.
- The local authority has recently supported the school through a range of training courses for staff, and advisers support leaders in monitoring standards.
- **The governance of the school:**
 - The governing body knows the school well and provides a good level of challenge and support. It makes sure all safeguarding requirements are met and that the school is safe and secure. Governors have started making informal visits during the school day which involves observing lessons, talking to staff and pupils. In working closely with the headteacher, the governing body is fully informed of how well the school is performing. It has an accurate view of the quality of teaching and how this is linked to teachers' pay. The governing body has a good grasp of the school budget, including pupil premium funding, making sure it is used to support eligible pupils in order to promote their good achievement.

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	120884
Local authority	Norfolk
Inspection number	427173

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	68
Appropriate authority	The governing body
Chair	Christine Baldwin
Headteacher	Jillian Davis (Executive Headteacher)
Date of previous school inspection	26 May 2012
Telephone number	01945 880405
Fax number	01945 881031
Email address	office@tilney-st-lawrence.norfolk.sch.uk

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