

Tunstead Primary School

Market Street, Tunstead, Norwich, NR12 8AH

Inspection dates 30–31 January 2014

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.

- Tunstead succeeds in its aim to be a 'caring, sharing school.'
- Progress in reading, writing and mathematics is good throughout the school because teaching is good and pupils listen and enjoy their work.
- Reading standards have improved because all staff are trained to use the same clear and coherent approach.
- The school is very effective in enabling vulnerable pupils, and those with special educational needs, to thrive.
- Science standards are particularly high.
- Pupils say, and parents confirm, that they feel safe in school.
- Parents say the school gets to know every child and caters for them fully. One parent said, 'At her last school, she wasn't the right shape for the hole, here the hole fits the child.'
- Behaviour is good because staff use the new behaviour policy consistently and pupils understand it.
- Actions taken to plan and manage extra help for disabled pupils and those with special educational needs is outstanding.
- Prudent financial management has enabled an extra class to be opened to reduce class sizes.
- School leaders including governors, have improved pupils' standards and the quality of teaching since the previous inspection.

It is not yet an outstanding school because

- Comments teachers make about pupils' work are not helping them to improve because pupils do not routinely correct their mistakes, nor do teachers check they have done so.
- Teaching assistants' role in lessons is not as clear when the teacher is talking with the whole class as at other times.
- Fewer pupils reach above average levels in mathematics than they do in reading and writing because they are less confident using basic mathematical rules to solve problems.
- Pupils' understanding of how to link letters to the sounds they make (phonics) is improving but still not of the same level as their other reading skills.

Information about this inspection

- The inspector observed eight lessons. Five were shared observations with the headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils read.
- Discussions were held with pupils, the headteacher, other staff, governors, parents and a representative of the local authority.
- The inspector took account of the 28 responses to the online questionnaire, Parent View, and a number of direct communications from parents. The responses to 10 staff questionnaires were also considered.
- The inspector looked at a number of documents, including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- About six in every ten pupils come from outside the school's traditional catchment area.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority, those known to be eligible for free school meals and some other groups) is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- Pupils are taught in five classes. The youngest three classes are in single year groups and the eldest two are mixed-age groups.
- The school meets the government's current floor standards which set the minimal expectations for pupils' progress and attainment in English and mathematics.
- The current headteacher took up his appointment in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - clarifying the role of teaching assistants when the teacher is talking to all pupils
 - checking pupils understand and follow their teachers' advice for improvement in their work, and that teachers routinely check they have done so.
- Raise standards in mathematics further by:
 - giving pupils more opportunities to apply what they know and understand to solve problems
 - linking mathematics to other subjects better so pupils have relevant and everyday problems that they can relate to solve.
- Improve pupils understanding of phonics (linking letters to the sounds they make) by organising activities so pupils' learning is at the right level.

Inspection judgements

The achievement of pupils is good

- Children start school in Reception with a wide range of skills and experiences but, overall, they are typical for this age. They make good progress because they try hard and make the most of the well-structured day and wide range of interesting activities which cater for their needs and interests.
- Progress through Years 1 and 2 is now good, having been slower than in the rest of the school in the last four years. Current standards are higher because of important improvements, most notably smaller class sizes, giving pupils more direct contact with teachers.
- Currently, and since 2011, pupils make good progress through Years 3 to 6. In reading and writing, the most able do very well. About three-quarters of pupils learn these subjects at a faster rate than is expected. This falls to a little over one-quarter in mathematics because pupils are given too few problems to solve for themselves. Consequently, they do not learn sufficiently how to use what they already know in a different context so fewer of them achieve a higher level. In Year 6, they still have to be reminded of techniques such as 'trial and error' before attempting problems.
- Reading standards have improved recently because reading groups have been re-organised. The school has found that pupils make better progress when all the classes read at the same time so pupils move between rooms and read with those of similar ability not age. Teaching assistants have been given good training and lead groups effectively.
- Phonics (how letters link to the sounds they make) standards are improving but, when pupils took the 2013 Year 1 national screening and the Year 2 re-tests, they were below the national level. They are improving because good management means information about pupils' progress is used to give any pupil falling behind extra help. However, unlike reading groups, additional training has not been provided so teaching assistants can play a full part. As a result, group sizes are relatively high and ability levels wide, so some pupils struggle to understand and others know what is taught already.
- Standards in science are very high because of outstanding teaching and real-life problems pupils are challenged to solve. Pupils say they particularly enjoy tasks relevant to real-life, such as making electric door bells. All pupils, but particularly the most able, do well.
- Disabled pupils and those with special educational needs do very well and thrive. A high proportion of these pupils have emotional needs which are met by providing a stable setting and clear structure. The high expectation is that they will achieve and, as a result, most do well.
- In this school, the pupil premium funding is used well to support individual pupils and, as a result, the progress they make in English and mathematics is as good as that of their classmates. In 2013 there were too few pupils to comment on their attainment without identifying them.
- The school is a strong community so pupils from outside the school's designated area are welcomed, quickly settle and make friends, and do equally well as others.

The quality of teaching is good

- All staff use many similar techniques and pupils appreciate that expectations are clear, no matter who is teaching them. For example, staff use a clapping signal for attention and pupils know that, if they put a red mark at the end of their work, their teacher will help them next time.
- Questioning is a particularly effective skill. In the eldest class, for example, the teacher often asks, 'Why?' to each answer the pupil gives, until they have thought through what they are saying and clearly articulated their thinking. Pupils are often asked to give an example of what they mean, so the teacher can check they are right and the rest of the class understands.
- Pupils say that 'learning walls' are useful aids to learning; if they forget something from an earlier lesson, they can check on the wall, and they can also get ideas to help them with their work.
- Teachers generally start lessons by clearly explaining to pupils what they want them to do by the end of the lesson. Pupils say they find this a useful guide.
- Pupils are keen and attentive to hear from their teachers and learn. They describe most lessons as 'fun' because their teachers present work in interesting ways.
- Teachers' marking often includes a 'next step' with the expectation that the pupil will do this before further work. These can be similar examples they want pupils to do, to check their understanding, or more difficult ones to see how much the pupil has progressed. All represent good opportunities for learning, but many are lost because pupils do not do them and teachers do not always check.
- Teaching assistants help pupils learn in many ways, for example by breaking tasks down into smaller steps if pupils struggle. Because they are well trained, they know how to help pupils make quicker progress in their reading groups. However, their role is less clear when the teacher is teaching the whole class so they have much less impact on learning.
- Year 6 pupils appreciate the 'club' that gives them extra help in school to hone their basic mathematical skills.

The behaviour and safety of pupils are good

- Relationships between pupils and staff are positive. Parents appreciate everything that is done, right from Reception, to help children settle in and thrive. They and their children appreciate the headteacher's warm welcome each morning.
- The behaviour of pupils is good. Pupils say the new 'traffic light' system works well and they like it that expectations are similar whether in class or the playground, and whether with a teacher or midday supervisor. They say that behaviour has improved. Even so, a small proportion of pupils struggle to manage their own behaviour and can occasionally be disrespectful to others.
- Pupils generally have very good attitudes to working with others. The eldest like it that they cannot choose whom they work with, because they recognise it is good to learn to work with a range of people, not just those like themselves. They like helping others: 'When we get finished, our teacher may ask us to help others. It is good because, by teaching them, we recap for ourselves.'

- The school's work to keep pupils safe and secure is good. Staff are always diligent; pupils are taught well and have a good understanding of staying safe when using the internet.
- Disabled pupils and those with special educational needs thrive because staff know them well, and recognise when they need help. In many subtle ways, a helping hand is always there.
- Pupils have a very clear understanding of community; they say one of the best things about their school is that they are like one big family, and that they are proud of their involvement in village life.
- Attendance is slightly above average. Parents say their children want to come to school. The school has worked well with parents to reduce persistent absences.

The leadership and management are good

- The headteacher, with staff, has recognised important areas that needed to change quickly. Information about how well pupils are doing is now used more effectively, and teaching and pupils' behaviour are much more consistent.
- The management of teaching is good. A list of 'non-negotiables' is found in every lesson and classroom. As a result, pupils know what to look for and what to expect.
- Individual teaching expertise is used very effectively to ensure pupils receive high quality teaching, for example in science. Subject leaders receive the training they need and regularly look directly at the effectiveness of their subjects.
- Provision for disabled pupils and those with special educational needs is outstanding. Staff expertise is very high and the school makes very good use of a wide range of outside specialists. The needs of the 'whole' child are met, right down to a slice of toast for those who arrive too hungry to learn.
- Tunstead is a very inclusive school. Parents say, 'They help every child fit in and find their own place, their own identity.'
- The curriculum is good. Pupils say they particularly like events such as 'Victorian Day' which bring learning alive so they remember better. The wide range of 'clubs' are also beneficial.
- Additional sports funding is carefully allocated to widen the range of activities offered pupils, led by a specialist teacher. Pupils are energetic and keen to improve. Staff benefit from training. How success is to be evaluated is equally clear but not yet begun.
- Spiritual, moral, social and cultural development is good. Through carefully-planned assemblies and class discussions, pupils gain a clear sense of right and wrong, and an understanding of the importance of such skills as 'give and take'.
- The partnership with parents is good. Parents like it that the headteacher and staff will always try to make time to listen to them. They appreciate the advice they are given, such as how to support phonics teaching at home.
- A high proportion of parents travel from outside the village to come to Tunstead. Parents give reasons such as 'a nurturing school', 'friendly staff' and the 'wide range of enrichment activities.'

- The partnership with local schools is good and thriving. At many levels, staff and pupils benefit from working and learning together.
- The local authority support is meeting the school's needs, for example through working closely with the new headteacher to map out priorities.
- **The governance of the school:**
 - Governors are clear about what the school does well and what they want to improve, and how they will achieve their aims. They organise and manage themselves very efficiently so their time and expertise are used effectively. Finances are managed very prudently so the school can afford good staffing levels and the improvements governors and the head want to make. They are disappointed by phonics standards and understand the role of performance management in improvements. They have checked information about pupils' progress and are pleased with recent improvements in Years 1 and 2 particularly. They fully understand the link between performance and pay, and how underperformance is tackled. Parents like it that governors are very visible at school events, such as celebration assembly, so they can approach them informally. Legal requirements, such as safeguarding, are fully in place.

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	120863
Local authority	Norfolk
Inspection number	425269

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	106
Appropriate authority	The governing body
Chair	Chris Adams
Headteacher	Adrian Platt
Date of previous school inspection	3 November 2011
Telephone number	01603 737395
Fax number	N/A
Email address	office@tunstead.norfolk.sch.uk

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