

Digby the Tedder Primary School

Trenchard Road, Ashby-De-La-Launde, Lincoln, LN4 3JY

Inspection dates 19–20 March 2014

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.

- The school has built on its previous very effective provision despite significant changes since the previous inspection, including a new team of teachers.
- Pupils make well above average progress and they achieve high standards in reading, writing and mathematics by the time they leave the school.
- Children in the Reception class make excellent progress from their often low starting points in all areas of their learning.
- The progress pupils make in learning to read is exceptional and in 2013 all Year 1 pupils reached or exceeded the expected standard.
- Pupils demonstrate very high quality work in art and design, design and technology, science, history and geography. However, at times written work is not the pupils' own but copied from other sources.
- The progress pupils made in writing, although still resulting in above average standards, is not as rapid as that in reading and mathematics.
- The school does not provide enough opportunities for pupils, especially boys, to extend their vocabulary and be inspired in their writing.
- Pupils' behaviour is exemplary. Their very positive attitudes to learning have a strong impact on their progress. They demonstrate great pride in their work and have a very caring attitude towards each other.
- A major factor in the school's success is the outstanding quality of teaching. Teachers plan activities that clearly address the needs of all pupils.
- Teachers continually assess the success of their teaching and alter what they are doing to help those finding the learning too challenging or moving on more rapidly for those who have quickly grasped the idea.
- The headteacher, ably supported by governors, has an excellent grasp of the detailed information the school holds about pupils' progress. This information is used effectively by all teachers to recognise and rapidly address any underachievement.
- The school has very successfully developed other staff as leaders through careful training and shared responsibilities.

Information about this inspection

- The inspector observed teaching in eight lessons. All of these were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, staff, governors, pupils, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- The inspector took account of the 31 responses to the school's own survey of parents' views. Too few parents have used Parent View, the online survey, for it to be analysed.
- The inspector looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Digby The Tedder Primary School is much smaller than the average-sized primary school.
- The school is situated on the RAF Digby airbase. All of the current pupils are from service families. Because of the regular movement of families to and from the base the number of pupils joining or leaving the school at times other than usual is very high.
- The school has had a complete change of teaching staff since the previous inspection.
- All of the current pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is also broadly average.
- All of the current pupils are supported by the pupil premium grant. In this school, this provides additional funding for pupils who are from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Build on and extend pupils' good writing skills further by
 - seeking more ways to inspire and motivate boys to write
 - providing more opportunities to improve pupils' vocabulary
 - ensuring that more of the pupils' factual writing is original and not copied from other sources.

Inspection judgements

The achievement of pupils is outstanding

- Children start in Reception with knowledge, skills and understanding that are often below those expected for their age. The development of their early reading and writing skills is often well below that expected. Excellent teaching helps them make outstanding progress and in 2013 all of the children reached the expected or better level in most areas of learning by the end of the year.
- In the national screening check on Year 1 reading skills in 2013, all pupils reached or exceeded the expected level in linking letters and sounds (phonics). This represents outstanding progress given their low starting points. Hearing pupils read, it is evident that they are able to use their phonics skills accurately to read new words. In addition, pupils talk positively about how they enjoy reading and the books and authors they enjoy.
- Pupils in Years 1 and 2 make excellent progress in reading, writing and mathematics. By the end of Year 2 standards are consistently above average over time. This is the result of some outstanding progress because of the high quality teaching. Current progress shows pupils in Year 2 made the equivalent of a year's progress in one term in reading and a two term's progress in writing and mathematics.
- Pupils in Years 3 to 6 also make outstanding progress. Over the past five years attainment has always been above average and on two occasions has been significantly above that expected. In 2013 the attainment in mathematics was exceptionally high. These outcomes reflect the excellent provision but also the school's success in dealing with the high proportion of pupils who join the school at times other than normal because of military postings. In addition, the school successfully promotes the achievement of the most able pupils so they reach standards well above those expected.
- Standards in pupils' books show that the current pupils are already reaching above expected standards. Achievement in writing is good but there remains a gap in achievement between this subject and reading and mathematics. The school is aware of this and has plans to reduce the gap. Too much of the written work in subjects such as history and geography is copied and does not reflect the pupils' learning. Boys' standards remain often lower than the girls and too little time is given to activities designed to promote a wider vocabulary and to inspire writing.
- Pupils achieve exceptionally well in topic work, art and design and design and technology. For example in Years 5 and 6 the history theme of the Victorians was linked to design and technology well as pupils designed and built models of fairground rides. Displays show high quality work in a range of subjects leading to outstanding spiritual and cultural development.
- Disabled pupils and those who have special educational needs are well supported and make outstanding progress in developing their basic literacy and numeracy skills, and are very well prepared for the next stage in their education. Even when pupils join the school in the later years the progress evident in their work is exceptional and the result of outstanding individual attention to their needs.
- All of the pupils are from service families and their entitlement to funding from the pupil premium is clearly being used very successfully given the school's exceptionally high standards. All groups of pupils consistently make excellent progress throughout the school although boys' writing remains weaker.

The quality of teaching is outstanding

- Teaching is never less than good and has a positive impact on pupils' learning and progress. This is evident in the data showing pupils' progress, their finished work, the school's monitoring of teaching and in many of the lessons observed by the inspector. In addition, the school has been very successful in supporting and developing the skills of a number of newly and recently qualified teachers.
- Teachers work together very effectively as a team and are continually seeking ways to improve their practice. They are able to learn from the outstanding practice already evident in the school and this is a further reason why teaching is increasingly outstanding.
- Teachers create an outstandingly positive and purposeful climate for learning in classrooms. A large part of this is based on the core values, such as respect and resilience, which underpin the school's work. Pupils talk positively about how they enjoy lessons and how the teachers help them learn new things, are fun and easy to talk to.
- The current Reception children are taught in a mixed age class with some Year 1 pupils. The teacher and teaching assistant have developed outstanding provision for the children indoors and outside since the last inspection. Excellent use is made of the small class sizes so that children can be taught phonics in targeted groups appropriate for their ability rather than in larger age groups. Effective role play opportunities are provided, such as in the classroom post office, which is based on a recent visit to the local post office as part of learning about 'people who help us'.
- Most lessons have an excellent pace. Teachers use time and support staff well to ensure all pupils stay attentive and on task. For example, in a well-taught lesson in Years 5 and 6, the teachers introduced the idea of autobiography using characters from the class text supporting the history topic. Other adult staff very effectively supported specific pupils to help move their learning on.
- Teachers mark pupils' work regularly and in sufficient detail to help them understand how to improve. Pupils often have time to respond to the teacher's helpful comments. The feedback from teachers in lessons, often on a one-to-one basis with individual pupils, helps make clear exactly what they need to do, and what their next steps should be, so that they can reach the next level. The use of targets pasted into books, to help pupils' judge the success of their own and each others' learning, helps promote a mature approach to their learning.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They talk happily about how much they enjoy school and the lessons, often physical education and art and design, which they really like. They are polite and friendly, and show a real pride in their work. This is evident in the excellent neatness of, and care shown in, their work.
- The school's efforts in promoting pupils' personal and social development are having a very positive impact on their growth into responsible and caring members of society. The school's core values are evident in all aspects of school life. This is important given the mobile population and the numbers of pupils who join the school because of military postings. They are very well supported and helped to settle quickly into school life.

- Pupils say examples of misbehaviour that disrupt learning are very rare. They are clear that there is no bullying in the school. Pupils are aware of the different types of bullying, such as through the use of computers or mobile phones. They are happy that there are adults they trust and one said they can talk to teachers if worried about anything because 'they are easy to talk to and keep it confidential'.
- Pupils have excellent opportunities to show and take responsibility. The active school council has a strong impact of various aspects of school life. Playground buddies and mentors for newly arrived pupils are a strong aspect in the school's excellent social development. In addition, pupils have health and safety responsibility for their classrooms and cloakroom areas and this is taken very seriously by those involved.
- The school's work to keep pupils safe and secure is outstanding. The school gives e-safety a very high priority. Parents and carers are very positive about how happy and safe their children are at school. Most parents and carers say that communication between school and home is very effective. One parent praised the school for the support given to their children during a very difficult time. Pupils say they feel safe in school. Leaders ensure that entry to the school is very secure and all staff are rigorously checked for their suitability.
- Attendance figures are well above the national average. Parents and carers help ensure this excellent attendance and there are very few persistent absentees. Any patterns of absence are well tracked and monitored.

The leadership and management are outstanding

- The leadership and management are outstanding because the headteacher and staff all have clear shared aims for the continual improvement of the school. . The impact of this is evident in pupils' outstanding progress and teaching that is at least good and often outstanding across the school. A major strength is the school's awareness of the situations the pupils face in their lives outside school.
- The headteacher has ensured that the strong focus on standards and progress in the basic skills has not been at the expense of a deep emphasis on pupils' spiritual, moral, social and cultural development. She has instilled in the whole school community a clear belief in the four core values which help pupils develop as mature human beings and very effective learners. They are very well-prepared for the next stage in their education.
- The headteacher has developed a culture of challenge and support in which teachers and other staff work in close partnership. Teachers have a positive attitude and willingly accept criticism and advice. Training is regularly undertaken and this has a positive impact on teachers' practice. A recent example of this has been in mathematics and the more effective use of practical resources.
- Although this is a small school with few staff, a major strength has been the development of teachers' leadership skills. The headteacher has ensured opportunities for staff to take on more responsibility and train for further leadership roles. The way teachers and other staff have shouldered this responsibility is reflected in their responses to the questionnaire. One support staff member said 'From my first day I have been made to feel 100% part of the school team'.
- The school's view of its own performance is very accurate and well supported by action plans for further development. The local authority rightly recognises the strength of school leadership in the limited support and challenge it needs to provide for the school. In addition, the school has

been used by the local authority to support other schools in planning for mixed age classes.

- Funding available through the pupil premium is used well to help pupils take a full part in school life, and receive, where appropriate, specific resources such as reading books, and additional help from adults. The use of money available to promote physical education and sporting opportunities is used appropriately with a focus on increasing participation in a number of sporting activities and also on developing training further for teachers, as well as making good use of external expertise.
- The subjects taught provide pupils with a wide range of interesting activities. Activities are clearly directed at ensuring the learning and progress of the pupils. Visits such as a day in a Victorian workhouse enthuse and inspire pupils' learning and result in some excellent work. Given the size of the school, there are an excellent range of sporting and other clubs and extra-curricular activities on offer.

■ **The governance of the school:**

- The governing body provides an effective level of support and challenge and has a very positive impact on the school's performance. Their work is hindered at times by a high turnover of governors due to the nature of the school's military links. Even so, governors work hard to monitor data to check pupils' progress. Governors check on the school's work through visits to school, meetings with staff, and detailed reports from the school.
- Members of the governing body have a sound understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effective these systems are applied to improve the quality of teaching. Decisions about teachers' pay are closely and appropriately linked to performance and responsibilities. Governors have taken an active role in appointments and also in the further development of teachers' skills through training and support.
- Governors track finances well and assist the school in deciding how to spend additional money to support pupils eligible for the pupil premium and to extend sports and physical education opportunities.
- The governing body makes sure that arrangements for pupils' safeguarding meet the current national requirements.

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	120375
Local authority	Lincolnshire
Inspection number	431216

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	Clive Disdel
Headteacher	Angela Douglas
Date of previous school inspection	20 May 2009
Telephone number	01526 320088
Fax number	01526 321130
Email address	claire.wooler@tedder.lincs.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

