

Tattershall Primary School

Clinton Park, Tattershall, Lincoln, LN4 4QZ

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils are currently achieving well and standards are improving. Most Year 6 pupils are now on track to reach average levels of attainment in reading, writing and mathematics.
- Teaching is good and some of it is outstanding.
- Leadership and management are good. Senior leaders and governors continue to build on the current gains in pupils' achievement and the proven strengths in the quality of teaching.
- Pupils are keen to learn and most behave well in and around the school.
- Engagement with parents and carers is strong. They appreciate that their children are happy at school and are well looked after.
- The school's determination in promoting good attendance is paying off. Attendance is improving and currently it is average. The persistent absence continues to decline.
- The governing body knows its school well. It supports and questions leaders in order to ensure that the school continues to pursue further improvement.
- An extensive range of activities, such as sport and music, adds fun to pupils' learning.

It is not yet an outstanding school because

- Teachers do not always check closely or comment precisely on pupils' progress during lessons. Sometimes pupils do not follow the guidance given to them through marking.
- Despite the recent improvement in attendance, the average attendance has yet to become a trend.
- Pupils do not always practise using their mathematical skills in solving problems. Their writing shows they spell some common words wrongly and their use of grammar is not always secure.
- Subject leaders in English and mathematics are not yet making as strong an impact on teaching in these two areas as the school needs.

Information about this inspection

- The inspector observed 12 lessons including two observed jointly with the headteacher.
- Meetings were held with a randomly selected group of pupils and with senior and middle leaders. The inspector met the Chair and Vice-Chair of the Governing Body for a discussion. He also met a representative of the local authority.
- The inspector looked at a wide range of documents, including the school's records of current pupils' progress, a summary of the school's self-evaluation of its strengths and weaknesses, records of behaviour, attendance and safeguarding arrangements.
- The inspector took into account the 27 responses to the online Parent View questionnaire and he talked to seven parents and carers informally in the playground before school on the second day of the inspection. This sample of parents included some from services' families and some with East European backgrounds.
- The inspector also considered the 18 questionnaires returned by staff.

Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. A very small minority come from mainly White East European backgrounds and speak English as an additional language.
- Nearly a third of pupils on roll come from service families.
- The proportion of pupils supported by pupil premium is above average. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies to pupils known to be eligible for free schools and children of service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- A higher-than-average proportion of pupils join and leave the school part way through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher joined the school in February 2013. Subject leaders for English and mathematics took on their new roles in September 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that teachers check pupils' progress and understanding throughout the lesson and give them precise feedback to improve their learning
 - checking that pupils routinely follow the guidance teachers give through their marking in their subsequent work
 - fine-tuning the skills of subject leaders in English and mathematics to enable them to make a stronger impact on the quality of teaching across the school.
- Strengthen pupils' skills in writing and mathematics by:
 - building up greater accuracy of spelling and the use of correct grammar in their writing
 - increasing opportunities for pupils to practise their mathematical calculations in solving practical and real-life problems.
- Build on the recent success in improving attendance so that it consistently remains at least in line with the national average.

Inspection judgements

The achievement of pupils is good

- School data show that pupils make good progress from their individual starting points and that standards are set to rise further this year in reading, writing and mathematics.
- Children in Reception develop their reading, writing and mathematics skills well. Usually, they enter school at levels below those typical for their age. This is not always the case and the attainment on entry of the most recent group is closer to being typical. At the end of Reception children are well prepared for their entry into Year 1.
- Good progress continues, although pupils' attainment is not always even. In 2013, for example a dip in Year 6 writing levels was partly due to this group of pupils starting with low standards in Year 3 and also because a high proportion of them joined part way through their primary education. These pupils however made similar progress to others nationally from their starting points. The current Year 6 pupils are on track on to reach standards in reading, writing and mathematics which are at least in line with those expected for their age.
- Reading is improving and pupils make strong progress. In 2013, at the end of Year 1, a higher proportion than average achieved the expected standard in the phonics screening check. Most pupils use their knowledge of phonics (linking letters and the sound they make) well in reading unfamiliar words. They read widely for pleasure and for extracting information for their topics.
- In writing, pupils' progress is improving but it is not yet strong in all aspects of writing. Most pupils can develop their ideas and write sensible sentences. However, their written work shows that some pupils have an insecure grasp of the correct use of grammar and their spelling of commonly used words is not always correct.
- Pupils' progress in mathematics is not strong in all aspects of the subject. Most of them enjoy handling numbers and can calculate accurately. Their use of calculation skills in solving practical mathematical problems is not as well developed as it could be.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. Support for them is carefully planned to match their specific needs accurately.
- An increasing number of the most-able pupils make the progress they are capable of. Consequently, the number of pupils gaining the higher levels across the school is growing. The small number of pupils who speak English as an additional language are achieving well.
- The 2013, the attainment of Year 6 pupils eligible for pupil premium funding was over a year behind their peers in reading, writing and mathematics, and their progress was slower than others. However, this group included pupils whose attainment in Year 3 was low and it also experienced a higher than average rate of mobility. The most up to date analysis shows that, across the school, their progress is now similar to that of others in the school and they are closing the gap well. Often, in each class, the number of pupils in this group is too small to compare their attainment with that of their classmates without identifying individual pupils.

The quality of teaching is good

- Teaching effectively promotes pupils' positive attitudes to learning and their personal and social

skills, leading to good relationships with peers and adults.

- Adults in the Reception year provide a good range of interesting activities that keep children engaged. They encourage children successfully to talk about their work and work with others.
- Typically, teachers plan activities that build on what pupils already know, understand and can do. At the start of lessons, teachers' questioning is mostly skilful and they adjust their teaching in the light of pupils' responses. Teachers expect pupils to concentrate and give their best.
- Teaching often motivates pupils to learn and encourages them to do their best. Work set for all pupils is neither too hard nor too easy. Teachers' probing of pupils' ongoing progress is sharp and their comments on pupils' performance are precise. Teaching in this climate effectively instils a love of learning.
- As a routine, teachers and other adults check pupils' progress during lessons and give them feedback on how well they are doing and how to improve their work. The checking of pupils' progress is not always rigorous, however, and sometimes the feedback given to pupils lacks precision. When this happens, pupils do not make the best possible progress.
- Most of the marking is done well. Teachers clearly comment on pupils' gains and suggest a way forward. However, pupils do not always learn from the mistakes pointed out to them and repeat them in their subsequent work.
- The extra help provided by the teaching assistants adds considerably to the learning and progress of individuals and the groups of pupils they work with.
- The teaching of phonics makes an effective contribution to pupils' achievement in reading. The teaching of writing is conscientious. However, marking shows that the focus on improving pupils' spelling and use of grammar is not as sharp as it should be. The teaching of mathematics is improving and this is evident in the growing accuracy of pupils' calculations skills. It is not consistently strong in helping pupils to apply their calculation skills competently in solving mathematical problems.
- The support for disabled pupils and those who have special educational needs, and for those for whom the pupil premium provides support, is well thought-out and helps them make progress, which is as good as that of others. Teachers tailor their teaching well to meet the specific needs of the small number of pupils who speak English as an additional language and the most-able pupils.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They behave responsibly in lessons and around the school. Staff and most parents and pupils rightly believe that behaviour at school is good. Pupils show good manners and relate well to each other. There have been very few exclusions since the previous inspection.
- Attitudes to learning are positive and contribute to pupils' good achievement. Most pupils' written work shows they take pride in their presentation. On occasions, some pupils lose concentration, especially when activities fail to keep them interested, but it rarely leads to disruption for others.
- Children in Reception behave well. Those who find it difficult to settle on entry are well catered

for.

- The school's work to keep pupils safe and secure is outstanding. Parents and carers think highly of the level of care shown by adults in the school. Staff are particularly sensitive to the needs of children from services families and provide emotional support when it is needed. Pupils say bullying is rare and, when it occurs, it is promptly dealt with. They understand the different forms that bullying can take, such as name calling, cyber bullying or that which is prejudice based. Pupils feel safe at school and are aware how they can keep themselves and others safe.
- Attendance has improved since the last inspection and is currently average. Senior leaders and governors are determined to build on the successful strategies that have helped them so far.

The leadership and management are good

- The new headteacher is resolutely focused on raising standards for all groups and improving the quality of teaching to its highest level. The current improvement plan identifies the right priorities that reflect her ambition for the future direction of the school. The accurate self-evaluation and the challenging priorities point to the school's growing capacity to bring about further improvement.
- The quality of teaching is regularly checked. Lesson observations and reviews of pupils' written work help senior leaders to identify strengths and areas requiring improvement in teaching. Senior leaders recognise that their monitoring records of the lessons they observe are not as clear as they should be about the progress different groups of pupils make.
- Systems for checking and analysing pupils' progress are extensive. Senior leaders use data well in keeping an overview of the performance of different groups and this is reported to the governing body. The findings are routinely discussed with staff to decide how pupils who do not make the best possible progress could be helped to do so.
- Pupil premium funding is used to provide one-to-one support and small-group activities for eligible pupils. Senior leaders regularly assess the difference the extra help allocated makes. The school's current analysis shows that additional support enables these pupils to make similar progress to other groups in the school and they are narrowing the gap in attainment.
- Arrangements for managing the performance of teachers are clearly designed to link decisions about teachers' pay with their performance in the classroom. Training for staff takes into account the school's current priorities for improvement and teachers' targets for their performance.
- Subject leaders in English and mathematics, who are new to their roles, maintain an overview of their subjects. However, their skills, particularly in monitoring the impact of teaching on pupils' learning and progress, are not yet as strong to support the school raise the overall quality of its teaching from good to outstanding.
- Leaders at all levels have ensured that there is no discrimination within the school and they strive to ensure that pupils have equal opportunities to succeed.
- The range of subjects taught and other activities offered to pupils contribute well to the development of their basic skills and personal development. Enrichment activities, such as, knowledgeable visitors to school, educational visits, sport, music and drama, all promote pupils' spiritual, moral, social and cultural development well.

- The use of new primary sports funding has enabled greater pupil participation in a wider range of physical activities. The deployment of external sports mentors has begun to improve the quality of teaching of physical education in the school. After-school clubs and increasing participation in competitive events contribute to pupils' enjoyment and physical well-being.
- Links with parents are developing well. Most of them feel that they are kept fully informed about their children's progress at school and, if they have any concerns, they are listened to.
- The local authority has worked with the school to confirm the quality of its teaching and to gain a shared analysis of its performance data. As a result, it has boosted the school's internal capacity to secure further improvement.
- **The governance of the school:**
 - Governors understand the school's performance, including the quality of its teaching and the standards pupils achieve in their basic skills, well. Their first-hand contacts are extensive and help them keep up to date with developments at school. The governing body's monitoring of the school's work is rigorous. Governors examine the school's performance data and compare it with the national picture as well as looking into pupils' progress as they move through the school. They ensure that the school's safeguarding arrangements meet current requirements. Governors fully understand and support the idea of linking increases in teachers' pay to their performance in the classroom and pupil outcomes. The governing body holds senior leaders to account for the decisions they make, including how pupil premium and primary schools sport funding are being used and what difference they are making.

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	120493
Local authority	Lincolnshire
Inspection number	430580

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	134
Appropriate authority	The governing body
Chair	Wendy Mason
Headteacher	Janette Davey
Date of previous school inspection	08 February 2012
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