

Tuffley Primary School

Evenlode Road, Tuffley, Gloucester, GL4 0JY

Inspection dates 23–24 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers, including the governing body, have strong ambition to continually improve the school. They make sure that it is inclusive and every pupil has equality of opportunity to achieve as well as they can.
- All groups of pupils, including those from a variety of ethnic backgrounds, make good progress at the school, and by the time they leave, they are well prepared for their next stage of education.
- The Communication and Interaction Centre classes provide good teaching, and sensitive and flexible support, so that pupils with disabilities and special educational needs are involved in the life of the school. These pupils make good progress.
- Tuffley Primary School and the Communication and Interaction Centre certainly are " 'Bringing learning for life', to life".
- Parents say that Tuffley is a 'lifeline'; they and their children have been helped and supported by the staff at the school.
- Teaching is good. Pupils say that they really look forward to receiving their books back after they have been marked to see how well they have done and correct any mistakes. This makes sure that teachers' knowledge of how well each pupil is doing is accurate and work is planned to challenge pupils further.
- Parents and pupils say that behaviour is good. Pupils are enthusiastic in lessons. Misbehaviour and any minor bullying are dealt with swiftly and effectively. Pupils know they are safe and that there is always an adult to talk to if they have any concerns.

It is not yet an outstanding school because

- Some pupils in Year 1 do not yet have an accurate knowledge of letters and sounds to read and spell correctly.
- Occasionally, lessons are not interesting enough to maintain all pupils' attention.
- Leaders and managers do not always use all the information that they have to accurately check some aspects of the school's work.

Information about this inspection

- The inspection team observed 17 lessons, four of them jointly with the headteacher. In addition, short visits were made to classrooms and inspectors listened to pupils read.
- Meetings were held with the headteacher, other members of the leadership team, the Chair and one other member of the Governing Body, a representative from the local authority and two groups of pupils. There were informal discussions with parents.
- The inspector took account of the responses to the online questionnaire Parent View and also of a recent parent questionnaire conducted by the school. The 26 responses to the staff questionnaire were also analysed.
- The inspection team looked at school documents, including school information relating to checks on pupils' progress, planning for school improvement, the monitoring of teaching and learning, records relating to behaviour and attendance, the governing body minutes and safeguarding documents.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Alwyne Jones

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school, with two classes that form the Communication and Interaction Centre, which provides specialist teaching for 20 pupils with statements of special educational needs for communication difficulties.
- Half of the pupils are known to be eligible for pupil premium (additional government funding for those pupils known to be eligible for free school meals and children who are looked after). This is much higher than average.
- The proportion of pupils who arrive at times other than would be expected is much higher than average.
- The proportion of disabled pupils and those with special educational needs on the school roll is about a fifth. This is much higher than most schools.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Key Stage 2, in 2013.
- There is a pre-school on the school site, Sunshine Corner, which is subject to a separate inspection.

What does the school need to do to improve further?

- Improve teaching further and accelerate progress by making sure that pupils:
 - in Key Stage 1 know letters and sounds to improve reading and spelling
 - are fully motivated to maintain concentration in all activities.
- Improve leadership and management to make sure that there is accurate analysis of information held by the school to check how well it is doing, particularly for:
 - any patterns in low-level disruptive behaviour
 - pupils' participation in sport.

Inspection judgements

The leadership and management are good

- The headteacher and senior leadership team have an accurate view of how well pupils are doing at the school. They use the checks on pupils' progress well to identify any individuals who need extra help, and make sure that they receive it, particularly for reading.
- Senior leaders and the governing body have accurate plans to continue improvement in the school that are clearly focused on raising pupils' achievement. They have made sure that teachers are rewarded for their performance in the classroom and use the teachers' standards well to do this.
- Middle leaders receive training to carry out their responsibilities and there are well-focused plans, for example, to improve pupils' knowledge of letters and sounds in Year 1. They work well with other staff to make sure these are implemented.
- Parents say that their children do well at school and staff are always available to talk to them. They have opportunities to come in to school to find out how reading, writing and mathematics are taught so that they can support their children's learning at home. They receive accurate reports about how their children are achieving compared to age-related expectations.
- Leaders and managers have made sure that the curriculum is broad and balanced, and that it meets the requirements of the new National Curriculum. Topics are planned creatively and themes are chosen to interest the pupils.
- Aspects of school life, for example school council and election of house captains, demonstrate pupils have a good awareness of British values such as democracy. The promotion of such values, for example friendship, in assemblies, makes sure that pupils are well prepared for life in modern Britain.
- Pupils' spiritual and cultural development is promoted well through opportunities to perform in class assemblies, listening to people of major faiths, competing in sport, and working with other schools on drama projects.
- Primary sports funding is spent to provide coaching for pupils and training for staff. Pupils know the value of sport for teamwork and in contributing to a healthy lifestyle. The school has not yet measured the full impact of this.
- The local authority has provided effective support for this school and is confident in the leaders' capacity to continue improvement.
- **The governance of the school:**
 - Governors have a range of skills from business and education to enable them to carry out their role. They have made sure that they are trained well. The accurate and detailed reports from the headteacher that they receive enable governors to check the school's progress, and question and challenge well, keeping accurate records of this in their minutes. Teams of governors also visit to see for themselves. Pupil premium is spent to make sure that there is no gap between these pupils and their peers at this school, and that they achieve better than their peers nationally. Governors have made sure of this. They know how the school compares with others nationally and have used the information from data dashboard to challenge the school.
 - The performance of the headteacher is well managed and governors know that teachers' pay relates to performance in the classroom and how teaching is improving further. They have supported restructuring of the leadership team and training to provide career and leadership development.
 - Statutory requirements for safeguarding are met. The school ethos and policies have made sure that the pupils are tolerant, friendly and understand differences between groups of people. Governors make sure that there is equality of opportunity for all.

The behaviour and safety of pupils are good

- Behaviour in lessons is good. Pupils are keen to learn, and relate well together in pairs and small groups. Low-level disruption is minimal and it only very occasionally slows the pace of learning in lessons, when pupils are less interested in the work. This is why behaviour is not outstanding.
- Behaviour around the school at lunchtimes and playtimes is good. Pupils enjoy a range of activities in the playground and show respect for all the adults working in school. They fully understand the behaviour policy and the consequences.
- Pupils say that minor incidents of bullying are rare. They say that these are sorted out swiftly and well by adults and are never ignored.
- Pupils in the Communication and Interaction Centre relate well together and their behaviour is good. Staff

are trained well to use appropriate withdrawal procedures when necessary.

- Pupils fully understand that some find it much more difficult to manage their own behaviour and they are tolerant of this. There have been remarkable improvements in behaviour of some individuals in the main school and those taught mainly in the Communication and Interaction Centre. This is because staff are well trained in understanding individual needs and make sure that pupils receive help in learning to communicate and control their reactions.
- Pupils new to the school say that staff help them to make friends quickly and they settle well. Pupils and parents commented that they are achieving well at this school, particularly when they had had difficulties before, at other schools. This is typical of widely held opinions.
- The school's work to keep pupils safe is good. Pupils know that they are safe and say that there is always someone to talk to if they have any concerns. Pupils know how to stay safe when using the internet.

The quality of teaching

is good

- Teachers make sure that all groups of pupils learn well in lessons. They plan work for each group so that pupils know what they need to do and find the work challenging enough. Pupils say that adults always help them when they need it.
- Marking of pupils' work clearly identifies any mistakes and what they need to do to improve. Teachers provide clear advice for pupils about how to further improve their work and make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Teachers use a good range of techniques so that pupils are motivated, curious and keen to learn. Staff use questioning well to check pupils' understanding in lessons and make sure that they know what to do.
- Teaching assistants make a good contribution to learning in lessons. They are trained well to support pupils who need more help with reading and in relating to each other or managing their behaviour. This means that the support pupils receive is effective.
- There is a good partnership between staff and speech and language therapists in the Communication and Interaction Centre. This makes sure that pupils' small and precise next steps in communication can be checked carefully and all staff know exactly how to teach each individual to maximise their progress in all areas of their learning and communication.
- Teaching is not yet outstanding because it has not yet secured knowledge of letter and sound patterns to promote accurate reading and spelling in Key Stage 1. Pupils do not yet have the confidence to apply what they know about these in other lessons.

The achievement of pupils

is good

- In Key Stage 1, all groups of pupils continue to make steady progress, but some pupils do not yet learn to apply their knowledge of letters and sounds to reading and spelling in all their work. Achievement is steadily rising at the end of Key Stage 1, but it is still below the national average, particularly for reading.
- In Key Stage 2, all groups of pupils make rapid progress with reading so that by the time they leave they are achieving at the level that enables them to move to the next stage of their education.
- Pupils in Key Stage 2 read a good range of books and use reading and analysis skills well in lessons to interpret poetry and understand humour.
- Pupils make good progress with writing throughout the school. Pupils in Year 2 can use words that clearly describe the order of a set of instructions and pupils in Year 4, for example, develop this skill further in writing humorous and imaginative explanations of how equipment works.
- Pupils make good progress in mathematics. For example, in Year 1, they can accurately work out simple addition and subtraction, and in Year 5, they can use good skills to work out differences between four-digit numbers and solve problems involving several stages of calculations.
- More-able pupils make good progress. They have work in lessons that is challenging and enjoy demonstrating what they can achieve. Over the last three years, increasing proportions of pupils are achieving above what would be expected by the time they leave the school.
- Pupils with disabilities and special educational needs make good progress. Those with particular communication and interaction difficulties in the centre classes achieve well, especially in learning to manage their reactions and beginning to work together. They make good progress with understanding speech, reading, mathematics and writing, significantly better than similar pupils nationally.
- Pupils based in the Communication and Interaction Centre classes have opportunities to learn in main school classes with support. This results in good opportunities for working together and full understanding of differences contributing very well to all pupils' social and moral development.

- Pupils with other disabilities and special educational needs in the main school make good progress because, when any slight slowing of progress is identified, they receive the help they need to catch up quickly, especially with reading.
- Disadvantaged pupils who are known to be eligible for additional funding benefit from well-judged extra support. This support has effectively eliminated the attainment gap between these pupils and others so that pupils known to be eligible for free school meals make very similar gains, and reach similar standards, to others in the school. Such pupils achieve more highly than similar pupils nationally in reading, writing and mathematics.
- Pupils who arrive at times other than would normally be expected make good progress. They say that they are doing well with their work and they get the help they need.

The early years provision

is good

- Many children arrive in the Reception class with skills below that which would be expected for their age, and a few are well below. They make good progress in this class and, by the time they enter Year 1, most have reached a good level of development that will help them to succeed in Year 1.
- Parents say that they are well informed about what will happen in school and they are pleased with how quickly their children settle. 'They love it' was a common remark.
- Children have quickly learnt the classroom routines and systems for choosing activities, and they use this well. Children's cooperation and behaviour is good, for example in building a house or reading stories.
- There is a good range of activities that promote all aspects of children's learning and development well, and adults question and direct children well to continually extend this.
- They are beginning to learn basic letters and sounds, and enjoy learning how to form them, by tracing them, for example, in shaving foam.
- Children needing extra help are quickly identified and receive the help they need so this prevents them falling behind their peers. The teaching team works well together to follow children's interests and maximise learning.
- More-able children make accelerated progress in writing and reading, constructing sentences to describe activities, spelling words correctly and being confident using two-digit numbers.

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	115602
Local authority	Gloucester
Inspection number	449390

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Mike Paige
Headteacher	William Greenwood
Date of previous school inspection	7 May 2009
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