

Tanners Brook Primary School

Elmes Drive, Millbrook, Southampton, SO15 4PF

Inspection dates

24–25 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Pupils' attainment by Year 6 is below average in reading, writing and mathematics. Their progress is inadequate in Key Stage 2.
- Teaching is inadequate overall because of too much unsatisfactory teaching in Key Stage 2 in reading, writing and mathematics.
- Pupils have weak spelling, punctuation, grammar and mathematical calculation skills because the teaching of these skills is unsatisfactory in Key Stage 2.
- Teaching does not take account of pupils' different learning needs well enough. More able pupils are given work that is too easy and too few reach higher levels of attainment.
- In Key Stage 2 pupils do not make enough progress in phonics (the sounds that letters make). Teachers do not consistently help children to apply phonics when reading and spelling, or listen to lower attaining pupils read often enough.
- Teachers do not have enough opportunity for developing their subject knowledge.
- Teachers' marking does not consistently give clear guidance on how pupils should make corrections.
- A few pupils do not behave well enough in the classrooms or in the junior playground.
- Pupils supported by pupil premium funding have a lot of ground to make up in their learning and gaps are not closing quickly enough.
- The governing body does not ask enough questions about why some groups achieve better than others. Governors have not ensured the additional funding for some pupils is used to the best effect.
- Subject leaders are not having enough impact on improving teaching in their subjects.
- The local authority has not provided enough help, especially in subject training for teachers.

The school has the following strengths

- Pupils in the specialist provision for pupils with hearing impairment make good progress.
- Attendance has improved this year because of the strong action taken by the school to reduce absence.
- The headteacher and other senior leaders are taking effective action to halt the decline and improve the quality of teaching.

Information about this inspection

- Inspectors observed 22 lessons, five of which were observed jointly with the headteacher. They also undertook short observations through 'learning walks' across several year groups in Key Stage 2.
- Inspectors looked at work in pupils' books and listened to a number of pupils read in Key Stages 1 and 2. They met with groups of pupils to gain their views of the school. They spoke informally to pupils at break and lunchtime. Inspectors attended two assemblies.
- Inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection, behaviour and attendance, records of how teaching is managed and the school improvement plan.
- Meetings were held with the headteacher, other senior staff and four governors. Inspectors also held a telephone conversation with a representative of the local authority.
- Inspectors took account of the 42 responses to the online questionnaire (Parent View), the few letters received from parents and the 22 responses to the staff questionnaire. They also spoke to several parents at the start of the school day.

Inspection team

Eileen Chadwick, Lead inspector	Additional Inspector
Jeanne Simpson	Additional Inspector
Fiona Robinson	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Tanners Brook Infant School became an all through primary school in September 2013. It expanded rapidly when Tanners Brook Junior School closed and the pupils from the junior school joined Tanners Brook Primary. The substantive headteacher of Tanners Brook Infant school took up post as headteacher of Tanners Brook Primary at this time.
- Tanners Brook Primary is much larger than most primary schools.
- The school has three Reception classes, four classes in each of Years 1 and 2 and three classes in Years 3 to 6.
- The school has specially resourced provision for pupils with special educational needs. This is for pupils with hearing impairment. There are 12 pupils in the unit, including pupils from Reception to Year 6.
- The majority of pupils are of White British heritage. The proportion of pupils speaking English as an additional language is above the national average at about 15%, although few are at early stages of learning to speak English.
- The proportion of pupils supported through pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 20%. This is well above that found in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In January 2013, Tanners Brook Junior School received a monitoring visit by Ofsted, because it was judged to be requiring improvement when inspected in November 2012. The infant school was deemed good at its previous Ofsted inspection in June 2012.
- There is a privately-managed pre-school on site. The breakfast and after-school clubs are also separately managed. All of these are subject to separate inspections and their reports can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching, notably in Key Stage 2, so that it is at least consistently good by:
 - ensuring teachers have sufficiently high expectations of what all pupils can achieve
 - strengthening teachers' subject knowledge for teaching phonics, grammar, punctuation, spelling and mathematical calculation and use a consistent approach to teaching these throughout the school
 - ensuring teachers' assessments are accurate and that teachers provide work which is hard enough for more able pupils and build lower attaining pupils' basic skills, including in reading and writing
 - ensuring marking provides pupils with clear guidance on how they should improve.
- Raise standards and improve pupils' progress in reading, writing and mathematics, including for those in receipt of pupil premium, by:
 - raising the proportions reaching higher levels in reading, writing and mathematics
 - improving pupils' handwriting and ensure that pupils undertake writing tasks of varying lengths
 - ensuring that lower attaining pupils read regularly to an adult and apply phonics skills when reading
 - improving pupils' mathematical calculation and problem solving skills, and ensure pupils apply mathematics to other subjects.
- Improve the effectiveness of leadership and management, including the work of governors by:
 - seeking to increase the amount of support provided by the local authority, including supporting the development of teachers' subject knowledge
 - developing the monitoring and evaluation of the quality of teaching by subject leaders so that teachers

have a clear idea of where they need to improve, and new initiatives are checked across the school

– increasing governors' ability to challenge leaders, and ensure pupil premium funding is used well.

- Ensuring all staff apply the school's behaviour policy so the behaviour of all pupils is good in classrooms and the playground, and staff always listen carefully to their concerns.

An external review of governance should be undertaken in order to assess how these aspects of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess this aspect of leadership and governance may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because pupils' progress in Key Stage 2 is inadequate and pupils' attainment by Year 6 is below average in reading, writing and mathematics. This is because too much teaching in Key Stage 2 is unsatisfactory.
- The school has a detailed programme for disadvantaged pupils who are helped by additional government funding, but the school's use of this funding is not effective. Consequently, the gaps between the attainment of disadvantaged pupils and others are not closing, and equality of opportunity is not assured.
- In her relatively short time in post, the headteacher has taken steps to drive improvement. Teaching in Key Stage 2 is beginning to show signs of getting better, and pupils' progress is speeding up, particularly for middle and average attaining pupils in reading. This, together with pupils' good achievement across Reception and Key Stage 1, and pupils' better attendance, shows the school has the capacity to improve.
- The headteacher provides good leadership and is supported well by the deputy headteacher. Senior leaders have provided a clear direction and common sense of purpose. In the last year, senior leaders and governors have built a united staff in the infant and junior departments. A new leadership structure is thought through well and empowering leaders at all levels to take a full part in raising achievement.
- The amount of help given by the local authority is insufficient. This is hampering the speed at which school leaders can tackle underachievement and weaker teaching. There has not been enough training to improve the subject skills of staff. Some aspects of local authority support are effective, such as from an education adviser. However, the school uses some of its own funding to increase the amount.
- School leaders have introduced a robust system for checking pupils' progress across the school and their regular checks have enabled them to iron out some teaching weaknesses. However, lesson observations do not consistently identify how different groups of pupils are learning in different subjects.
- Middle and subject leaders have started to build their capacity to lead their areas of responsibility and subjects across the school. Some, including leaders for reading, writing and mathematics, are still receiving training to help them accurately observe colleagues' lessons and, consequently, they have not checked the quality of teaching across the whole school. This prevents them taking a full part in raising achievement by fully evaluating the strengths and weaknesses in teaching and learning, as well as the impact of new initiatives for raising achievement.
- The specially resourced provision for pupils with hearing impairment is well led and managed. Pupils are successfully enabled to join mainstream classes as soon as they are able.
- School leaders have introduced good systems for managing staff performance and have set targets for teachers. The results are being used to provide training, such as coaching and sharing good practice. However, the school is aware there is not yet enough specific subject training for teachers in some areas.
- The school has developed a broad curriculum and ensured the new National Curriculum is being implemented. Subjects are linked together where possible and pupils apply their literacy skills to other subjects. However, they do not apply their numeracy skills to other subjects. The school supports moral, social and cultural development well, but pupils' spiritual development is less well established through curriculum subjects. The school is currently taking steps to remedy this.
- Pupils' personal development is supported effectively through regular discussions on social and moral development. Staff and governors ensure the promotion of British culture is strong and pupils are encouraged to learn tolerance and respect for different lifestyles to prepare them for life in modern Britain. Curriculum changes enable pupils to understand the importance of democracy, for example through learning about influential British and world leaders.
- The school has used the additional sport funding effectively to employ specialist coaches to deliver sports lessons. Teachers are given good opportunities to develop their skills by working alongside the coaches. School leaders and governors are evaluating the impact of the success of the programme on improvements in staff subject knowledge and pupils' better performance in a range of sports.
- All statutory safeguarding requirements are met. Administrative arrangements to ensure children's safety are thorough. Child protection training and health and safety arrangements are tight and a number of staff have been trained for first aid. Members of staff and the governing body have undertaken the Safer Recruitment Training.
- **The governance of the school:**
 - Not enough governors have received training on interpreting assessment information to help them evaluate the impact of the school's provision on the achievement of different groups. This includes that for pupils receiving additional funding. Consequently, governors have not yet evaluated the impact on pupils' achievement of the resources paid for by additional funding. Governors support the school but

do not rigorously use the full range of information available to challenge the school to improve rapidly. However, governors are realistic about the strengths and weaknesses of the school, are keen for pupils to do well and to ensure pupils' progress is consistently good throughout the school. They have reorganised themselves and now have better systems for supporting and evaluating pupils' progress. Governors ensure leaders carry out performance reviews of teaching staff, and have fully supported the headteacher in ensuring pay awards are based on effective teaching and good achievement. The governing body would benefit from an external review to include a review for the pupil premium.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. This is because in a small number of lessons, a few pupils in Key Stage 2 behave inappropriately and distract others. In these instances, staff do not consistently apply the school's new behaviour policy or ensure pupils are given clear purposeful learning. Pupils in Reception and Key Stage 1 behave well in lessons and are keen to learn because the activities they are given are usually stimulating.
- Pupils usually display positive attitudes, are keen to learn and are willing learners in lessons. Pupils are polite and courteous towards each other and adults.
- Pupils in the specially resourced provision behave extremely well. This is because these pupils receive excellent standards of care and support. Very strong links with outside specialists enable staff to identify and meet their physical and academic learning needs very well.
- Pupils usually play well together at playtimes and move around school calmly. They take pride in keeping themselves and their school tidy.
- The pupils report, and the school's logs record, that incidents of poor behaviour and bullying do occur from time to time. Pupils are confident that when these incidents happen the school usually acts promptly to involve parents and pupils in the best way to resolve the situation. They feel adults listen to their worries and act on their concerns, but say that occasionally this does not happen at lunchtimes.
- There were a number of fixed term exclusions during the last academic year, but the number of these has reduced compared with previous years. The school can demonstrate that a few pupils who find it hard to regulate their own behaviour are well supported and show good improvement over time.
- The school's work to keep pupils safe and secure is good. Pupils have a well-developed understanding of what constitutes safe behaviour and pupils say they feel safe in school. The school provides strong guidance on how to use computers, mobile devices and social networking sites safely.
- The very large majority of parents who responded to the Parent View survey or spoke to inspectors felt that pupils were well behaved and kept safe.
- Pupils' attendance is improving and is now above average. The school has worked hard to ensure that pupils and parents understand the importance of good attendance and arriving on time.

The quality of teaching

is inadequate

- Teaching does not ensure pupils make consistently good progress. There are too many inconsistencies in the quality of teaching between different classes in Key Stage 2.
- Some teachers' subject knowledge is not good enough in English and mathematics, so their expectations of what pupils can achieve are not consistently high enough. That there is now good teaching in some Key Stage 2 mathematics lessons shows the early impact of leaders' monitoring and 'coaching' for staff.
- The work set for more able pupils is too often easy, so they do not achieve as well as they should. Pupils' understanding is not checked sufficiently well to ensure that work builds effectively on their previous skills.
- Not all staff in Key Stage 2 are sufficiently skilled in helping pupils to build words using the sounds that letters make. This is slowing down the progress of lower attaining pupils in reading, who are not heard to read often enough on an individual basis. This also prevents their attainment rising more quickly.
- There is not enough attention to teaching grammar, punctuation and good handwriting. Pupils are not always helped to apply phonics when writing and consequently, they are not learning to spell well enough.
- Teaching in mathematics is of variable quality. On some occasions, there is too much repetition of earlier learning and pupils spend too long writing out sums which are too easy. Not enough time is spent on helping pupils to apply calculation skills to solve verbal problems.
- The accuracy of teachers' assessment is being improved, but teachers are sometimes over generous. For example, the assessments made by teachers were considerably higher than those attained by pupils in their Year 6 national tests.

- While the school has a marking policy, there is variation in the quality of teachers' marking and pupils are not always clear about the next steps they must take to improve.
- Pupils in the specially resourced provision for pupils with hearing impairment are well taught and learn well. Staff are well trained and teachers and assistants provide pupils with carefully tailored support.
- Teaching assistants in mainstream classes often support pupils' learning well, but are limited on occasions by the work provided by the teacher, for example writing activities which are too hard for those pupils who struggle.
- Children in Reception and pupils in Key Stage 1 make good progress because the teaching is good. Teachers successfully bring learning alive and capture pupils' imaginations.
- In Key Stage 1, literacy and numeracy skills are developed through a variety of carefully planned and well resourced activities. For example, in a Year 2 phonics session, pupils were interested in the use of the electronic whiteboard and stimulating activities, and this helped them build on previous skills. The school has improved systems for teaching phonics in Year 1. However, pupils do not always have enough time to contribute orally when combining sounds to form words.
- The school has started to improve systems for teaching reading. For example, a reading scheme has been introduced for those who still need this on entry to Year 3. There are now regular guided reading sessions in Key Stage 2. During all the guided reading sessions observed, pupils made good progress; this is helping to speed up the progress of middle and average attaining pupils.

The achievement of pupils

is inadequate

- Pupils enter Key Stage 2 with average attainment, but by the end of Year 6 their attainment is below average in reading, writing and mathematics, because progress in Key Stage 2 has been inadequate for many years. Pupils do not sustain the good progress made initially at school in this final key stage.
- In 2014 national tests, Year 6 pupils were six months behind other pupils nationally in English and mathematics. Pupils made inadequate progress in the last academic year in 2014 in Key Stage 2, especially in Year 3, due to too much weak teaching. Apart from Year 6, pupils' progress was not rapid enough to enable them to catch up on earlier underachievement.
- Analysis of pupils' work, and observations of pupils at work, in Key Stage 2 show progress is inadequate. Progress in writing is unsatisfactory. Weak spelling, punctuation and grammar limit writing quality. Pupils do not write at length well enough and too many do not join their handwriting. In mathematics, pupils' mental arithmetic is often slow, they do not apply their calculation skills adequately to solve problems or apply mathematics to their learning in other subjects. Reading standards are not rising quickly enough because lower attaining pupils make inadequate progress. These pupils have poor phonics knowledge and do not read often enough on an individual basis in school. Evidence shows that progress for middle and higher ability pupils is improving and that new systems for teaching reading are contributing to this.
- Children in Reception start school with skills and knowledge below those typical for their age. They make good progress, although when they enter Year 1 their attainment is still a little below average. Progress in Key Stage 1 is good overall and accelerates at the end of the key stage. By the end of Year 2, standards are average in reading, writing and mathematics, although fewer attain higher levels than in most schools.
- In the Year 1 phonics checks, standards were broadly average in 2013 but dipped in 2014. Revised systems for teaching phonics have yet to impact fully. Lower attaining pupils are not always confident when combining sounds.
- The most able pupils do not make enough progress in Key Stage 2. In 2014, few pupils attained higher levels of attainment, particularly in writing and mathematics.
- Pupils eligible for additional funding do not progress rapidly enough. In 2014, they attained standards below the national average for reading, writing and mathematics. They were two terms lower than others in the school in mathematics, whilst attainment in English was one and a half terms below average.
- The attainment of pupils who are eligible for additional funding is not improving. The current Year 6 pupils were at least three terms behind others in reading, writing and mathematics at the end of Year 5. The gap is not narrowing. The school is not successful in promoting equality of opportunity for pupils.
- Overall, disabled pupils and those with special educational needs, as well as pupils from minority ethnic groups, including those who speak English as an additional language, make similar progress to their peers. Weaknesses in teaching prevent these pupils making good progress. However, the school now identifies their needs more accurately and provides additional support, so they are starting to make up lost ground.
- Pupils in the specially resourced provision for pupils with hearing impairment make good progress. These pupils learn well during specialist teaching time and are well supported by their teaching assistants during mainstream lessons.

The early years provision**is good**

- Children start school with skills and abilities that are below those typical for this age, and a few begin school with very low communication and language skills, or speak little English.
- Children make good progress and reach a good level of development in most areas, including reading and mathematics, but not in writing where they have not fully overcome low starting points. Attainment has improved in recent years and this means children are now better prepared to enter Key Stage 1.
- High standards of care and safety and well organised routines help children to feel secure from the start. They enjoy happy relationships with staff and quickly develop good learning habits. They make particularly good progress in their speaking, listening and personal skills, and their happy smiling faces clearly show their enjoyment of learning.
- Systems for teaching phonics give children a good start in learning to read. By the end of Reception, most children can use phonics to read new words. Just over a half reach a good level of development in writing. Although others have not yet reached a good level of development in writing, they make good progress from their starting points. They know simple sounds and usually form their letters accurately.
- Teaching is good. Children settle very happily at the start of the school day and they enjoy coming to school because there are so many interesting things to do. Children enjoy practising their writing skills, letter formation and numbers, using chalk on the patio.
- Leadership and management are good. Detailed assessments of children's progress are kept and their progress is carefully checked and adjusted, if needed, by the early years leader as well as senior leaders.

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	116114
Local authority	Southampton
Inspection number	447794

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	600
Appropriate authority	The governing body
Chair	Rebecca Young
Headteacher	Rita Baker
Date of previous school inspection	13 June 2013
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