

Tivetshall Primary School

School Road, Tivetshall St Mary, Norwich, NR15 2BP

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- Strong leadership from governors, the executive headteacher and other leaders has helped the school to improve rapidly since the last inspection.
- Pupils achieve well from their different starting points in reading, writing and mathematics. This is due to the good teaching they receive.
- The school prepares pupils well for life in modern Britain by ensuring pupils understand and respect the different ways people live in our society.
- Pupils' behaviour is outstanding. They put into practice the values they are taught. This is a strength of the school's work and is evident in the respect and care pupils show for others.
- The school is rigorous in ensuring pupils are kept safe.
- Leaders' robust systems for checking teachers' work, and improvements to the staffing, have resulted in good teaching and achievement.
- The curriculum contains a good range of topics that are appropriate for pupils' interests and ages. Teachers plan carefully to ensure they cater fully for the wide range of ages and abilities in their classes.
- The governing body provides good support and challenge for school leaders. The Chair of Governors provides outstanding leadership across the federation and this has had a very positive impact on this school's improvement.
- Pupils in the early years are well taught and have a very positive start to their schooling.
- Attendance is well above average.

It is not yet an outstanding school because

- Leaders have not ensured that the new national programme of study in mathematics are taught in full.
- Leaders have not ensured that gaps in older pupils' mathematical understanding, caused by previously weaker teaching, have been filled.
- Pupils do not have enough opportunities to use and improve their skills in mental arithmetic.
- Teachers do not place sufficient emphasis on developing pupils' understanding of the meaning of words during lessons.
- Teachers, including those in the early years, do not make good use of outdoor resources when planning activities.

Information about this inspection

- The inspector observed pupils' learning in eight lessons or parts of lessons. A number of lessons were observed jointly with the executive headteacher.
- The inspector held meetings and discussions with the executive headteacher, both of the federation heads of school, members of the governing body, staff, pupils, parents and two representatives of the local authority.
- The inspector examined samples of pupils' work, some with the headteacher and some with teachers. Several pupils read to the inspector.
- The inspector took account of 16 responses to the online parent survey, Parent View and 17 responses to the governing body's recent questionnaire. The inspector also talked to parents and took account of eight questionnaires completed by staff.
- The inspector looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and minutes of their meetings and the federation's strategic plan for school improvement.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Tivetshall Primary School is much smaller than the average-sized primary school.
- The school is part of a federation with Burston Primary School. The schools share an executive headteacher and have a single governing body.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- An above-average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The school is too small to be included in the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the early years attend the school on a full-time basis and are taught in a class with Year 1, Year 2 and Year 3 pupils.
- The school runs a breakfast club each day.

What does the school need to do to improve further?

- Further improve teaching and achievement, particularly in mathematics, by:
 - addressing any remaining gaps in older pupils' knowledge and understanding
 - fully implementing all the recent changes to the mathematics curriculum
 - providing more opportunities for pupils to develop their mental arithmetic skills
 - placing more emphasis on extending pupils' understanding and use of key vocabulary in all subjects
 - improving, and making better use of, the outdoor areas.

Inspection judgements

The leadership and management are good

- The school is led by a strong senior leadership team and a good governing body. They have devised a detailed and practical strategic plan which is focused on improving pupils' achievement. Since the previous inspection, the headteacher has successfully improved a number of the school's weaknesses. Leaders have created a positive ethos where pupils are keen to learn and behave well, and where teachers plan carefully to help pupils succeed.
- The leadership of teaching is strong. Leaders' systematic and robust checks on the work of teachers and other staff have ensured that the quality of teaching is good. Leaders have dealt with less effective teaching firmly and brought about rapid improvement.
- Training to extend the skills of teachers and other staff is effective. For example, in physical education, the extra money for funding sporting activities has been used to provide expert coaching that staff have been able to use to improve their own practice. Staff have been able to work alongside these specialists to try out new techniques for themselves. This good use of this money has extended the activities available to pupils and increased their participation.
- The local authority has provided the school with good support and challenge since the previous inspection and has undertaken a review of all aspects of its work. Leadership at all levels has improved through training. The governance has been strengthened through a range of activities and the local authority supported its reconstitution.
- Subject leadership is improving and benefits from the links across the federation to share the best practice to be found in both schools, particularly in the early years. The school used these links well in its recent update of the calculation policy. However, the new mathematics curriculum has not been implemented in full. Leaders make too little use of the outside area, including in the early years. The outside is poorly maintained and staff are reluctant to use it.
- Pupils are well-prepared for life in modern Britain. Leaders have a strong focus on increasing pupils' aspirations and preparing them for life after school. The school offers many enrichment activities and opportunities to meet and work with pupils from other schools as well as excellent opportunities for them to take part in educational visits, such as the recent one to an engineering fair in Birmingham. Pupils are taught a well-devised range of values which they demonstrate in their work and play. They show respect for, and tolerance of others, especially disabled pupils or those who have special educational needs. Pupils' spiritual, moral, social and cultural development is good. Pupils are free from discrimination and the school ensures all enjoy the same opportunities to succeed.
- The extra funding for disadvantaged pupils is used well. The school uses this funding to provide specific resources and additional learning opportunities to which these pupils might otherwise not have access. Leaders and governors, track the impact of this funding carefully ensure it is used successfully to improve disadvantaged pupils' achievement.
- The provision for children in the early years is well led and organised appropriately for the small numbers in each cohort. Staff ensure the children have times set aside when they can work alongside older pupils to extend their social skills and their learning.
- **The governance of the school:**
 - The Chair of the governing body provides outstanding leadership to governors and across the federation. This has been recognised by the local authority and she is regularly asked to share her skills and experiences at conferences or with other schools to support their programmes of governor development. Governors have developed an efficient and very effective committee structure.
 - The governing body strongly holds the school leaders to account for achievement and the quality of teaching. Governors have a high profile in the school. They know its strengths and weaknesses well through regular and well-recorded visits to check its work and through their detailed knowledge and understanding of the data on pupils' progress.

- Governors carry out their statutory duties well. They are fully involved in decisions about teacher's pay and understand well how this is linked to performance and responsibilities in order to improve teaching. Governors are fully supportive of the headteacher when actions to improve weak teaching are required.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. As a result, the school is a very calm and productive place in which pupils' learning can take place in a very positive environment. No pupils have been excluded from the school in recent years.
- A major reason for the outstanding behaviour is the work done to develop pupils' understanding of different values. During the inspection the focus was on honesty using the story of 'the boy who cried wolf'.
- Pupils understand and appreciate the teachers' high expectations of their behaviour. They say lessons are very rarely disturbed by any poor behaviour. Older pupils happily help and support younger ones. The breakfast club provides an excellent opportunity for pupils' social development and helps ensure a calm start to the school day.
- Pupils behave exceptionally well in lessons and when moving around the school. Dinner time provides a very pleasant social occasion. Pupils lead and run their own clubs. During the inspection, one girl led a dance group while an older boy led a computing club. These are both typical of the school's outstanding development of pupils' independence and maturity.
- Pupils show respect for the environment in and around the school. They do not drop litter and they take a real pride in their work. This is shown in the mature way they talk about it and also the care with which they present it.

Safety

- The school's work to keep pupils safe and secure is outstanding. All parents who responded to the online questionnaire said their children were safe at the school. Pupils are confident that there are adults in school they trust and would talk to if worried about anything.
- Pupils have an excellent understanding of what constitutes bullying and how to deal with it. They talk knowledgeably about diversity and how different people can have different strengths. They know how to keep themselves safe when using computers or other technology.
- The school carries out systematic risk assessments for all activities on and off the school site. Staff are appropriately trained in first aid and child protection.
- Attendance is currently well above average. Families ensure their children attend regularly and are punctual. The school has no pupils who are persistent absentees.

The quality of teaching is good

- Since the last inspection, leaders have focused on improving the quality of teaching. Teachers and teaching assistants now form an effective team. All adults know the pupils well as individuals and provide effective support for their learning.
- Teachers provide good support for disabled pupils and those who have special educational needs on a one-to-one basis. This means such pupils are able to take a full and active part in school life and make good progress.
- The school has introduced a detailed tracking system that allows teachers to see how well their pupils

make progress against their objectives and individual targets. Teachers use this well to group pupils and provide them with activities at an appropriate level.

- The marking of pupils' work is good. It makes clear what they have done well and what they need to do to improve. Teachers ensure pupils have sufficient time to respond to the feedback they are given so that it has an impact on their learning.
- Teaching has a positive impact on pupils' learning in literacy and numeracy. Teachers plan activities that take advantage of the natural links between subjects, and this helps to use their skills in a variety of ways. Year 1, 2 and 3 pupils have completed a range of basic number calculations, for example, that are linked to their work on the Stone Age. This makes the activity more enjoyable and meaningful for them.
- Teachers frequently provide imaginative activities that interest pupils and extend their learning. During the inspection, for example, pupils in Years 4, 5 and 6 had a range of challenging financial mathematical problems to solve. However, gaps in pupils' understanding made this too challenging an activity for some pupils, partly because weaknesses in their mental arithmetic skills. There are gaps in pupils' use of mental arithmetic and written calculation due to weaker teaching in the past which have not been addressed by teachers. In a few lessons, teachers miss opportunities to extend pupils' vocabulary by defining words or teaching them different ones that could be used instead.
- Although the school is planning to develop its 'Forest School' work, teachers make little use of the poorly maintained outdoor spaces and so do not learn from direct interactions with the outside, such as observing plants or insects in science.

The achievement of pupils is good

- The small size of each year group means that the results of pupils leaving Year 6 in 2014 have not been included; there is too great a risk that individual pupils might be identified. In general, the small cohorts mean that the results vary widely year-on-year. In 2014, for example, as for the two previous years, there were only two pupils in Year 6.
- Pupils' progress through Key Stage 2 in 2014 was broadly in line with that expected. It was not better because the progress in mathematics was not as good as it should have been given their starting points. This was due to weaker teaching in the past that has now been addressed. Current pupils, in contrast, are making good progress from their different starting points in all three subjects. However, in mathematics it remains weaker overall as a result of the gaps in pupils' learning in the past and the consequent weaknesses that continue to restrict their mental arithmetic skills.
- Progress at Key Stage 1 is strong. Current Year 2 pupils are making good progress in reading and mathematics and outstanding progress in writing.
- Pupils make good progress in phonics (how sounds in words are shown by different letter combinations). Currently all of the pupils in Year 1 are on track to reach or exceed the expected level. Pupils' basic reading skills are above average. They develop into confident readers who maintain a good level of interest in a wide range of books and other reading material.
- Progress in literacy and numeracy is good throughout the school. Even so, there are too few opportunities to help pupils to extend their vocabulary or develop secure mental arithmetic skills. Pupils produce some high quality work in other subjects such as art and design, physical education and science.
- In 2014 there were no disadvantaged pupils in Year 6. However, the school works successfully to identify any such pupils who have significant gaps in their knowledge and skills. These pupils are swiftly given support and consequently make good progress.
- Throughout the school, the most-able pupils make good progress. The written work evident by the time pupils reach Years 5 and 6 is of very high quality, and shows pupils' mature expression and feelings. This is especially true in the poetry they write about what they would like their world to be like.

- Disabled pupils and those who have special educational needs make good progress from their starting points because of the good teaching they receive and the effective additional help the school provides. Gaps in their knowledge and skills are steadily being reduced in all classes and year groups.

The early years provision

is good

- The provision for the small group of Reception children is very effective. The early years is led and managed well. The teacher, and the teaching assistant who works with these children for much of the day, plan a good range of imaginative and interesting activities. They use their time effectively and children are well prepared for their work in Year 1.
- Adults' assessments of children's learning occur as soon as they start school and are repeated on a regular basis through the school year. They are very accurate and supported by evidence that clearly illustrates the progress the children are making. Staff are developing a system to help parents access this information about their children's learning electronically. Children are clearly happy at school as shown by their enthusiasm when acting as pirates or when showing their high quality handwriting. They behave outstandingly well, including when outside or in a different environment such as the dining room. Staff ensure children are kept safe.
- Children make use of the outdoor area and enjoy, for example, experimenting with water and sand. However, as with the rest of the school site, this area is underdeveloped as a resource and teachers do not exploit its full potential.
- Teaching is good. A particular strength is the work in science and knowledge of the world. Children enjoyed testing a range of natural materials when making a scent, for example, and also the opportunities they get to work alongside the older ones for some activities. Adults supervise the children well at all times to ensure their safety.

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	120861
Local authority	Norfolk
Inspection number	453577

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	38
Appropriate authority	The governing body
Chair	Helen Adshead
Headteacher	Carol Green
Date of previous school inspection	13 March 2013
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