

# Tugby Church of England Primary School

Main Street, Tugby, Leicester, Leicestershire LE7 9WD

## Inspection dates

14–15 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders, including the governing body, have an overgenerous view of the school. Pupils' outcomes are not good. In 2017, too many pupils did not make good progress in writing and mathematics by the end of key stage 2.
- Subject leaders do not have an accurate view of achievement and standards for their areas of responsibility. Their plans for improvement do not consistently show how new initiatives are implemented and monitored.
- The governing body has not held leaders stringently to account for the achievement of pupils in writing and mathematics.
- Teachers do not give pupils sufficient opportunities to develop spelling, punctuation and grammar skills in extended pieces of writing across the curriculum.
- Teachers do not move pupils onto more challenging work quickly enough in mathematics. The most able pupils in particular do not achieve as well as they could.
- Staff in the early years do not assess children as frequently as they could. Assessments are not always closely linked to the foundation stage curriculum. Planned activities are therefore not matched accurately to children's abilities.
- Staff in the early years do not involve parents in their children's ongoing progress frequently enough. Consequently, staff do not have up-to-date information about each child in order to plan the next steps in their learning accurately.

### The school has the following strengths

- The dedicated headteacher knows pupils and their families well. Along with the experienced governing body, they are both determined for the school to succeed.
- Pupils' behaviour is good. Pupils experience a broad and balanced curriculum along with a good mixture of extra-curricular activities. These include residential trips, music and sporting opportunities.
- Extra funding received by the school for the pupil premium, physical education and sport, and special educational needs is allocated and monitored effectively.
- Teaching assistants are deployed well. They support pupils effectively in a range of subjects.

## Full report

### What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
  - subject leaders write more precise development plans in order for governors to hold leaders fully to account for their actions
  - leaders have an up to date and accurate view of the attainment and progress of pupils for their particular areas of responsibility
  - governors improve their understanding of pupils' progress in order to stringently hold leaders to account for their achievement.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers give pupils more frequent opportunities to practise spelling, punctuation and grammar skills in extended pieces of writing across the curriculum
  - teachers move pupils on to challenging work more quickly in mathematics.
- Accelerate the progress for children in the early years, particularly for the most able, by:
  - ensuring that practitioners use frequent and precise assessments to plan activities that challenge and develop children's skills
  - further improving the partnership with parents in order to enhance children's achievement.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The headteacher and governing body have not ensured that pupils who left key stage 2 recently made good progress in writing and mathematics.
- Leaders do not have precise school development plans for their areas of responsibility. As a result, new initiatives are not implemented in a systematic way. Governors cannot, therefore, hold leaders to account for the progress of these initiatives.
- Leaders' knowledge of the attainment and progress of pupils for their areas of responsibility is not up to date. Leaders do not have a clear picture of recent end-of-key-stage results nor current standards across the school. Consequently, key underperforming areas of the curriculum are unknown.
- Performance management is used effectively to help teachers improve their practice. There are targets linked to the school development plan and specific targets set for the achievement of pupils in writing.
- Leaders have ensured that the curriculum is broad and balanced. Pupils have the opportunity to learn in a range of subjects and topics.
- The pupil premium funding is allocated and monitored effectively by the headteacher. Pupils receive a wide variety of educational and pastoral support. The responsible governor is knowledgeable and monitors this area carefully. Current assessment information provided by the school suggests that these pupils are making at least expected progress in reading, writing and mathematics.
- The leader responsible for pupils who have special educational needs (SEN) and/or disabilities is well qualified and knowledgeable. Intervention monitoring sheets show clearly the extra support a pupil is receiving. Parents attend regular meetings to discuss the progress of their children towards the appropriate targets. Strong links with the local inclusion officer ensure that staff receive up-to-date knowledge and training. Consequently, these pupils are making expected progress.
- The physical education and sport premium for primary schools is used effectively. The local sports partnership provides competitions in rugby, basketball, athletics and football. Consequently, after-school clubs have been provided and are popular with pupils. Tugby won a sportsmanship award at a rugby festival and pupils have recently been successful in cross-country events.
- Parents are generally supportive of the school and are pleased with the standards of education and pastoral support. One parent commented, 'My daughter has really grown in confidence thanks to the encouragement and kindness she has been shown by the staff.'
- The trust has provided strong support for the school during the recent unforeseen staffing issues. The trust has provided appropriate opportunities for teachers to moderate the assessments of pupils' work with other schools. However, the trust has not been robust enough when challenging leaders regarding the poor performance of key stage 2 pupils in writing and mathematics.

## Governance of the school

- The governing body has an overgenerous view of the school. Governors have not held leaders to account for the recent slow progress made by key stage 2 pupils in writing and mathematics.
- The governing body has a good mix of skills and experience. Members visit the school regularly to check on the progress of the school development plan. They have a strong understanding of how leaders allocate and monitor the extra funding the school receives for disadvantaged pupils.
- Governors have recently been proactive in promoting the school in the local community, leading to an increase in pupil numbers.

## Safeguarding

- The arrangements for safeguarding are effective.
- A strong safeguarding culture exists within the school. Rigorous checks are made on adults before they start volunteering or working alongside pupils. The single central record meets statutory requirements. The safeguarding governor recently carried out a safeguarding audit. This highlighted good practice and areas for development.
- A robust system allows staff to report any safeguarding concerns they may have regarding a pupil. The designated safeguarding leads are trained well. They ensure that pupils and their families are referred to outside agencies swiftly. Records relating to safeguarding are kept in a well-ordered fashion.
- The headteacher has ensured that staff and governors have undergone appropriate safeguarding, safer recruitment and 'Prevent' duty training. Consequently, staff are alert to the dangers pupils face from potential radicalisation and extremism.

## Quality of teaching, learning and assessment

## Requires improvement

- Teachers do not plan frequent enough opportunities for pupils to develop spelling, punctuation and grammar skills in extended pieces of writing across the curriculum. Consequently, pupils do not make the progress of which they are capable in writing.
- Teachers do not sufficiently challenge pupils in mathematics. Pupils are not moved on to harder work quickly enough. Pupils, therefore, do not always reach the standards of which they are capable.
- Teachers assess pupils frequently in reading, writing and mathematics. Pupil progress meetings are opportunities for teachers to meet with the headteacher to discuss any pupil who is falling behind.
- Pupils in key stage 2 enjoy reading and have a well-resourced library from which to choose books. Their favourite authors are J.K. Rowling and David Walliams. Pupils in both key stages had books at an appropriate level of challenge.
- Phonics is taught well. Children are engaged in learning letter sounds and take an active role using whiteboards and pens to practise writing new words and sentences.

For example, one group of Year 1 and 2 pupils were particularly enjoying exploring the 'ea' sound in a variety of words and sentences.

- Teachers use the school's marking and assessment policy consistently in a wide range of subjects. As a result of this, pupils are aware of their targets and what they need to do next, in order to improve.
- Teaching assistants are deployed well. They support pupils' learning by asking questions to help deepen knowledge and understanding. They allow some activities to be completed by the pupils, therefore developing their independence.
- Every pupil has access to his or her own laptop. Consequently, pupils are able to develop research, word processing and computing skills frequently.
- Pupils receive regular homework activities that extend their knowledge and skills in a range of subjects. Pupils told inspectors they enjoyed completing these tasks. Recent examples on display at the school included models of Viking long boats in the Year 2 and 3 class.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. They are motivated to succeed and are enthusiastic about learning.
- Relationships between adults and pupils are positive. Pupils respond quickly to adults' instructions. This ensures that lessons flow smoothly and without interruption.
- Pupils have a very good understanding of bullying and the different forms it can take. They are adamant that instances of bullying are extremely rare and that adults rectify any disagreements swiftly and fairly.
- Pupils relish the responsibility of being elected onto the school and eco councils. Their recent work has involved the purchase of a gazebo in the playground and a prayer garden for moments of reflection. The Year 6 pupils enjoy being house captains, prefects and being allowed to wear the school blazer.
- Pupils enjoy a wide range of educational visits, including an outdoor and adventurous residential visit to Edale. Recent trips to the Sea Life Centre and Twycross Zoo have deepened pupils' knowledge and understanding of the science curriculum.
- Pupils benefit from a wide range of activities and clubs. These include football, rugby, gymnastics, choir, keyboard and flute. The gardening club utilises the school greenhouse and allotment area. The club members sell plants at the spring fair and provide produce for the school kitchen.
- Pupils know the school's values of love, hope, truth, trust, respect and forgiveness well. These values are displayed around the school and are referred to regularly in assemblies. Pupils are prepared well for life in modern Britain. They are knowledgeable about faiths and places of worship different to their own.
- The vast majority of pupils and parents state that pupils are safe. Pupils spoke

knowledgeably about keeping themselves safe on bicycles and when crossing roads. The 'zip it, block it, flag it' mantra is used by pupils to keep themselves safe when online.

- Parents welcome the availability of a daily breakfast club. The club provides a safe and nurturing environment for pupils to start their day.

## Behaviour

- The behaviour of pupils is good.
- Pupils behave well in classrooms, around school and when outside playing at break and lunchtimes. Incidents of low-level disruption are rare. Pupils enjoy the challenge of reaching the 'Wow!' circle in their classrooms, indicating they have behaved well over a period of time. This achievement is rewarded with a prize from the headteacher.
- Pupils enjoy the rewards they receive for achievement and good behaviour in assemblies. For example, there are badges presented to pupils who have learned the times tables, books for pupils who read regularly at home and the kindness cup for pupils who have been considerate towards others.
- Pupils are polite and respectful of visitors. They wait in doorways, allowing adults to pass and a number cheerily greet adults in the mornings.
- There are strong systems in place to monitor the absence of pupils. Over recent years, rates of attendance have been above the national average. Rates of persistent absence have been below the national average.

## Outcomes for pupils

## Requires improvement

- In 2016 and 2017, not enough pupils leaving key stage 2 made sufficient progress from their various starting points in writing. Pupils leaving the school in 2017 made less progress than their 2016 counterparts.
- In 2017, too many pupils leaving key stage 2 did not make sufficient progress from their various starting points in mathematics.
- In 2017, the proportion of pupils leaving key stage 2 who achieved the expected standard in writing and mathematics was in line with the national average. The proportion of pupils who achieved at the expected standard in reading was above the national average. The proportion of pupils who achieved at the higher standard in reading, writing and mathematics was below the national average.
- In 2017, the proportion of pupils leaving key stage 1 who achieved the expected standard in writing was below the national average. The proportions of pupils leaving key stage 1 who achieved the expected standard in reading and mathematics were in line with the national averages.
- In 2017, the proportion of pupils who achieved the expected standard in the Year 1 phonics check was in line with the national average.
- Assessment information provided by the school suggests that large proportions of current pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities, are making expected progress in reading, writing and mathematics. A small

number of pupils are making better than expected progress. This is particularly the case for the current Year 4 cohort.

- Work seen in pupils 'thematic books' shows that pupils, including disadvantaged pupils and those pupils who have SEN and/or disabilities, are progressing well in the wider curriculum. This is particularly the case for science in Year 6.

## Early years provision

## Requires improvement

- Staff do not assess children frequently enough. The ongoing assessments that are completed do not always link to the foundation stage curriculum. Consequently, planned activities are not consistently well matched to children's abilities. The rate of progress for some children, particularly the most able, is not as good as it could be.
- Staff do not encourage parents to share their children's achievements with them often enough. Therefore, staff do not have an up-to-date knowledge of a child's skills and abilities. Consequently, planned activities do not challenge children as effectively as they should.
- Children enter the foundation stage with knowledge and skills that are broadly typical for their age. In 2017, the proportion of children achieving a good level of development was in line with national figures. These children are prepared for life in Year 1.
- Transition into school is good. The leader visits children in their pre-school setting and there are opportunities for parents to visit school with their child in the summer term. A completed 'All about me' booklet ensures that staff have a good knowledge of the child before they start at the school.
- There are designated learning areas that link closely to the foundation stage curriculum. There are opportunities both inside and outside for children to develop writing, number and creative skills.
- Relationships between adults and children are positive. Well-structured routines and procedures mean that children move carefully from adult-led activities to open-ended tasks. They cooperate with each other and behave well.
- Teaching assistants are deployed well. They support children effectively with their learning and allow them to complete some tasks independently.
- There are good links with outside agencies such as the school nurse, educational psychologist and the speech and language team. As a result, any child who requires extra support receives it swiftly.
- Safeguarding is effective and statutory duties are met. Staff have had appropriate training and are aware of the procedures that are in place to report any safeguarding concerns about a child they may have.
- Parents who responded to the Ofsted parent survey were positive about their children's education in the early years, with one saying, 'My daughter thoroughly enjoys going to school every day!'



## School details

Unique reference number	140912
Local authority	Leicestershire
Inspection number	10035956

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	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	Board of trustees
Chair	Dr Philip Baughan
Headteacher	Paul Wiggin
Telephone number	01162 598248
Website	<a href="http://www.tugby.leics.sch.uk">www.tugby.leics.sch.uk</a>
Email address	<a href="mailto:office@tugby.leics.sch.uk">office@tugby.leics.sch.uk</a>
Date of previous inspection	6–7 March 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is smaller than the average-sized primary school.
- The proportions of pupils from minority ethnic backgrounds and those pupils who speak English as an additional language are much lower than average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The proportion of disadvantaged pupils is well below average.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and



mathematics by the end of Year 6.

## Information about this inspection

- The inspector observed lessons, sometimes jointly with the headteacher, in all year classes and examined a wide variety of pupils' books from a range of subjects.
- The inspector held a range of meetings with the headteacher, subject and other leaders, a group of governors, including the chair, and a representative from the Diocese of Leicester Academy Trust. The inspector spoke with pupils in groups, in lessons, and around the school and listened to them read. He observed pupils' behaviour in classrooms, around the school and at break and lunchtimes.
- The inspector scrutinised a range of documents including minutes of governing body meetings, current assessment information provided by the school, the school development plan, self-evaluation and records relating to safeguarding.
- The inspector talked with parents before school, examined the results of the 16 responses to the Ofsted questionnaire, Parent View, and took into account the two and five responses to the Ofsted pupil and staff surveys respectively.

## Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017