

Tunstead Primary School

Market Street, Tunstead, Norwich, Norfolk NR12 8AH

Inspection dates

26–27 March 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders have created a well-organised and harmonious school. Staff and pupils have high expectations, enjoy positive relationships and thrive.
- Recently, there has been instability in staffing in a few classes. In spite of this, leaders have skilfully maintained the good quality of teaching, learning and assessment.
- Governors share leaders' high expectations and are knowledgeable and thorough in their work. Governors provide leaders with enthusiastic challenge and support as they hold them firmly to account for the quality of education.
- Leaders have designed a curriculum that serves pupils well in most subjects. Nevertheless, the subject knowledge and skills of teachers are stronger in some subjects than others, which can lead to some inconsistency in implementing the curriculum.
- Pupils typically make good progress in most subjects, including in reading, writing and mathematics. Some teachers do not provide learning activities that enable pupils who are capable of reaching the higher standards to do so consistently across the curriculum.
- Teaching assistants make an important contribution to the good progress that pupils with special educational needs and/or disabilities (SEND) make.
- Disadvantaged pupils achieve well. This is because leaders use the additional funding to provide them with effective support.
- Pupils behave in a kind and considerate manner. They develop high expectations of themselves and are determined to do their best. Pupils frequently collaborate effectively in their learning.
- Leaders have sustained the good quality of education in early years. Therefore, children make strong progress and develop good learning behaviour.
- Parents and carers are overwhelmingly positive about the quality of education. They agree that their children are safe, happy and well cared for.
- Staff say that they enjoy working at Tunstead Primary School and are proud to do so. They are reflective and keen to improve their practice.
- Teachers have leadership responsibility in more than one subject area. In some cases, they have recently taken on additional responsibilities and have yet to have a demonstrable impact in these new areas of their work.
- Pupils' attendance is broadly similar to the national average. However, a small number of pupils do not attend as often as they should.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, by making sure that teachers consistently plan learning that enables pupils capable of high achievement to attain the higher standards in all subjects.
- Improve the quality of leadership and management, by:
 - supporting teachers taking on additional subject leadership responsibility to have a demonstrable impact on the quality of education
 - helping teachers to develop the subject knowledge and skills to implement the curriculum equally well in all subjects.
- Improve personal development, behaviour and welfare, by reviewing and making appropriate amendments to strategies to improve the attendance of the small number of pupils who do not attend as often as they should.

Inspection judgements

Effectiveness of leadership and management

Good

- In the 18 months that she has been in post, the widely respected headteacher has established a culture in which her high expectations are shared by staff, pupils and the governors. Her belief that 'the sky's the limit' for Tunstead pupils underpins the work of staff. There is a happy, hardworking ethos which has led to significant, sustained improvements in many aspects of the school's provision.
- The headteacher invites, and makes excellent use of, external scrutiny and advice. She combines this information with the evidence gathered from leaders' systematic checking on the quality of education to set the right priorities for future development. Under the watchful eye of governors, leaders continue to bring about improvements across the school.
- Leaders have a precise understanding of the quality of teaching, learning and assessment. Where practice is not of the high standard leaders expect, teachers are supported and challenged to improve. Staff welcome the many training opportunities leaders have provided for them. Consequently, despite instability in staffing in a small number of classes, the quality of teaching, learning and assessment is good and improving.
- Leaders have designed a curriculum that equips pupils with appropriate knowledge and skills and develops their curiosity for learning. Pupils say they enjoy their education. Where the curriculum is implemented most successfully, pupils apply their knowledge and skills effectively across different subjects. However, in some classes, teachers' implementation of aspects of the curriculum is not consistently of the same high standard as elsewhere. Leaders have credible plans and a sensible timescale to bring about improvements in teachers' confidence and knowledge in implementing subjects such as history and geography.
- Leaders make sure that pupils' learning is enriched through activities such as themed days, visits, visiting speakers and the school's assembly programme. Importantly, leaders plan these events so that they complement the subjects and topics pupils are studying. For example, the 'Polar Express' and 'Alice in Wonderland' days were integral to the whole-school focus on developing pupils' reading and writing skills. Many parents and pupils comment positively about the breadth of opportunities the school provides.
- Staff wholeheartedly support the changes that the headteacher has brought about. They welcome her organisation, clarity of vision and consideration of their well-being. All staff who responded to the online survey are proud to work at the school, feel well supported and consider the school to be well led and managed. Teachers say they are respected and trusted to carry out their role and innovate their practice. For example, teachers are appreciative that the headteacher's response to their creative ideas is typically, 'Let's see how we can make this happen'.
- Each teacher has responsibility for the quality of education in at least one subject area. They are effective in their work where they have been carrying out these roles over time. For example, teachers have been instrumental in making changes to the curriculum in English, mathematics, science and physical education (PE) that have

enabled pupils to make stronger progress. However, some teachers have recently taken on responsibility for additional subjects and have not had the time to produce the same positive impact.

- The provision for pupils with SEND is expertly led. Leaders make sure that pupils' needs are quickly identified, and the right support swiftly put in place. Where appropriate, leaders ensure pupils have access to help from external agencies. Pupils with SEND make rapid gains in their social, emotional and behavioural development. This leaves them well positioned to become successful learners and make good progress.
- Disadvantaged pupils are effectively provided for. Leaders use the additional funding to provide pupils with carefully chosen support. For example, as a result of additional literacy support, pupils make strong progress in their verbal and written communication.
- Leaders, enthusiastically supported by governors, ensure that the PE and sport premium funding is very successfully used. Pupils have access to a diverse range of activities and increasing numbers of pupils take part in the school's sports clubs and teams. Staff, pupils and governors share a collective pride in pupils' sporting achievements.
- Leaders have successfully broadened the range of opportunities for parents to learn about, and contribute to, their children's education. Parents are overwhelmingly supportive of the work of the school. Many are effusive in their praise for the changes leaders have brought about. Parents are similarly positive about the ease with which they can approach staff to discuss their children's education or well-being.

Governance of the school

- Governance is effective because governors are enthusiastic, knowledgeable and diligent in their work. They choose to gather a wide range of information to assure themselves that the school provides at least a good quality of education and care.
- The governing body scrutinises the findings from activities such as governor visits, discussions with staff, surveys of parents and external audits. Governors then ask pertinent questions of leaders and offer an appropriate balance of challenge and support.
- Staff appreciate the work of the governing body. Teachers and teaching assistants explained that governors are approachable and that they are supportive of staff and the changes that are happening in the school.
- Governors check thoroughly that funding to support pupils with SEND and disadvantaged pupils is used appropriately and making a difference to their progress and well-being.

Safeguarding

- The arrangements for safeguarding are effective.
- All parents who responded to Ofsted's online survey, Parent View, agreed that children are safe and happy at school. This positive feedback was reinforced in discussions with

parents and from the findings from leaders' regular parent surveys. All staff who responded to their online survey agreed that pupils are safe at school.

- Pupils feel safe and are safe. One pupil's comment that school is 'a safe space to learn and play' was reflected in the views of others. Pupils have an age-appropriate awareness of how to assess risks and stay safe in a range of contexts, including when using the internet.
- Leaders make sure that staff are properly trained and, through the school's weekly staff meetings, regularly updated on safeguarding matters. Staff know the small changes in a pupil's behaviour, mood or appearance that indicate they may be at risk of harm.
- School records confirm that adults report concerns promptly, in sufficient detail and to the right members of staff. Leaders ensure that pupils receive timely and proportionate help when it is needed.
- Governors are diligent in carrying out their duty to ensure that all staff working at the school undergo appropriate checks and that the record of these checks is accurately maintained.

Quality of teaching, learning and assessment

Good

- Teachers are reflective, keen to improve and eager recipients of the regular good-quality training leaders provide. As a result, the quality of teaching, learning and assessment is good and improving.
- Teachers use their detailed knowledge of pupils' needs and capabilities to plan learning that interests and challenges them. Teachers typically make astute use of questions to deepen pupils' thinking and further their understanding. Because they are often asked to explain the thinking behind their answers, pupils develop greater confidence in their learning and their own abilities.
- The teaching of mathematics over time is effective. As a result of appropriate training, teachers have good knowledge of the subject and how to teach it. They plan sequences of learning that enable pupils to build up and consolidate their mathematical knowledge and skills. Importantly, pupils develop confidence in applying these skills both to increasingly complex problems and calculations. Teachers recognise when pupils need more guidance or should be moved on in their learning. This is why current pupils are making good, and in some cases better, progress in mathematics.
- Leaders' reorganisation of the school's approach to teaching reading and writing is paying dividends. Pupils make good progress in their reading and writing. Teachers are well trained and confidently teach the carefully chosen texts that develop pupils' writing and reading and use of language. In line with leaders' expectations, teachers place great emphasis on developing pupils' range of vocabulary. Pupils develop a love of reading and speak knowledgeably and enthusiastically about the books they are studying or reading for pleasure.
- Teaching assistants make an important contribution to the good progress that pupils with SEND make. Leaders give careful consideration to which pupils teaching assistants support and regularly review those pupils' progress. Because teaching assistants provide them with an appropriate balance of challenge and support, pupils with SEND

become increasingly confident, successful learners.

- Adults use leaders' new approach to the teaching of phonics skills effectively. Therefore, pupils have a good grasp of phonics. They put this knowledge to good use when reading or spelling unfamiliar words. In some classes, teachers do not consistently apply the school's preferred approach when it comes to correcting pupils' mis-spellings.
- Teachers set homework in line with the school's policy. Pupils complete tasks that are closely related to their day-to-day literacy and numeracy learning in the classroom. A sign of pupils' enthusiasm for their learning is that many complete the additional optional tasks and record their work through writing, drawings or photographs.
- The teaching of subjects other than English and mathematics over time is typically good. Where this is the case, pupils make strong progress. However, in some classes, because teachers do not implement aspects of the curriculum consistently well, pupils capable of high achievement do not consistently attain the higher standards they should.
- Teachers have high expectations of how pupils should present their work in all subjects across the curriculum. Pupils take pride in what they do and typically present their work with care.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have ensured that pupils who require additional support have their needs comprehensively met. As a result, pupils become more self-assured and outgoing in their interactions with adults and classmates. Parents and carers commented warmly on the level of care, patience and expertise provided by staff.
- Pupils have an appropriate awareness of the many forms bullying can take. Pupils, parents and staff agree that the school deals well with the rare incidents of bullying that occur. All pupils who responded to the online survey agreed that there is an adult at school whom they could speak with if something was worrying them.
- Pupils are proud to take on positions of responsibility such as librarians, buddy readers or school council members. Through these activities, pupils develop their knowledge of democracy, and experience in decision making and in working with others. This is helping prepare pupils well for life in modern Britain.
- Pupils' social, moral and cultural development is well provided for through the taught curriculum and the assembly programme. Pupils are reflective and considerate of other people's backgrounds and feelings. The comment of one pupil that 'people are different and they all deserve to be loved equally' was typical of pupils' mature understanding of equalities. Leaders have plans to improve the effectiveness with which they provide for pupils' spiritual development.

Behaviour

- The behaviour of pupils is good.
- Pupils and staff have responded splendidly to the headteacher's high expectations of how pupils should behave and how staff should respond. Staff apply the school's approaches consistently. Pupils' good behaviour is noticed and rewarded, and the rare incidents of unacceptable behaviour are dealt with calmly and effectively.
- In lessons, pupils are collaborative and determined learners. They support each other kindly and they work with admirable tenacity on tasks that require them to think deeply. Because of the positive relationships that exist, pupils offer their views willingly. They know that getting things wrong is an important part of learning.
- Pupils play kindly together at playtimes. They make energetic use of the excellent array of play equipment leaders have provided for them. Pupils explained that the school's fair-play rules have all but eradicated the few incidents of squabbles and over-boisterous behaviour that occurred in the past.
- Staff provide expert support for the very small number of pupils who find it hard to make the right behaviour choices. Consequently, these pupils' behaviour improves.
- Pupils' attendance has been broadly in line with that of other pupils nationally over recent years. However, a small number of pupils do not attend as often as they should. While leaders' effective actions have brought about improvements in some cases, more needs to be done to ensure that these pupils' attendance improves.

Outcomes for pupils

Good

- In 2018, by the end of key stage 2, the proportion of pupils achieving the expected standard in reading, writing and mathematics combined rose dramatically and was above that found nationally. Current pupils continue to attain well.
- Pupils made improved and good progress by the end of key stage 2 in reading and writing in 2018. Current pupils continue to make good, and sometimes better, progress in both subjects across key stage 2.
- The progress pupils made by the end of key stage 2 in mathematics was not as strong as it should have been in 2018. A small number of pupils with the potential to be high achievers did not reach the higher standards. Because of leaders' decisive actions, current pupils are making good progress in mathematics. Teachers are more accomplished in providing pupils with tasks that enable them to reach the higher standards.
- In 2018, pupils made good progress from their individual starting points in reading and mathematics by the end of key stage 1. A small number of pupils did not attain as well as they should have in writing. Current pupils achieve well in all three subjects across key stage 1.
- Pupils make good progress and attain well in phonics. This is because phonics is taught well, and teachers provide pupils with many opportunities to practise and develop their phonics skills and knowledge.
- Disadvantaged pupils' progress by the end of key stage 2 compared favourably with

that of other pupils nationally in reading and writing in 2018. In mathematics, it was broadly in line with that of other pupils. Because of the good teaching and precise support they receive, disadvantaged pupils continue to make good progress throughout the school.

- Pupils with SEND make good progress, albeit from low starting points in some cases. This is because staff ensure that their needs are comprehensively met.
- Most groups of pupils make strong progress in many subjects across the curriculum. However, pupils with the potential to be high achievers do not consistently do as well as they could in a small number of subjects.

Early years provision

Good

- Leaders have skilfully maintained and improved the quality of education in early years, despite several changes of teacher. Adults share the high expectations evident throughout the rest of the school. They are also properly trained and knowledgeable about the children they work with.
- Leaders understand the important part parents have to play in their children's education. From the start of the school year, adults use information from parents, alongside that of their own observations, to provide children with suitable, high-quality learning activities. This results in children making good progress from their individual starting points and being well prepared for Year 1.
- The indoor and outdoor learning areas are well organised. Leaders have ensured they include resources that develop children's learning and behaviour effectively. For example, each area includes activities and prompts that enable children to practise and develop their literacy and numeracy skills.
- Under the careful guidance of the headteacher, adults check children's progress and make suitable adjustments to the curriculum and how it is delivered. Adults are quick to identify and put in place additional support for children for whom it is needed. This helps children make rapid gains in their communication and social skills.
- Adults place significant emphasis on supporting children's personal, social and emotional development. For example, children enthusiastically celebrate each other's achievements in the school's daily 'compliment sessions'. Consequently, children establish strong collaborative relationships with each other and with adults.
- Children behave well. For example, they treat each other kindly, take turns, share resources and are responsive to adults' requests and instructions. Children are inquisitive learners who enjoy learning together and are incredibly supportive of each other. They are willing to 'have a go', concentrate on each task and are proud of their work. This makes for a happy, productive atmosphere in which children make good progress.
- With the support of external advisers, leaders continue to adjust the curriculum and how it is taught. For example, this year, leaders have correctly placed a greater focus on ensuring that children capable of exceeding a good level of development are given the right support to do so.

- Leaders and governors have ensured that children are safe and all statutory safeguarding arrangements are met.

School details

Unique reference number	120863
Local authority	Norfolk
Inspection number	10054386

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Harry Buxton
Headteacher	Melissa Mitchell
Telephone number	01603 737395
Website	www.tunsteadprimary.co.uk
Email address	office@tunstead.norfolk.sch.uk
Date of previous inspection	18 April 2018

Information about this school

- The school is smaller than the average-sized primary school.
- The headteacher joined the school in September 2017.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is lower than that typically found in primary schools.
- The school educates lower proportions of pupils with SEND than the average primary school.

Information about this inspection

- The inspector observed learning in each classroom on more than one occasion. In total, the inspector visited 12 lessons. The headteacher accompanied the inspector on each of these visits. Together, the headteacher and inspector scrutinised the work of many pupils in each key stage. The inspector also heard a group of pupils read.
- The inspector also observed and spoke with pupils at playtime and lunchtime.
- Meetings were held with: three separate groups of pupils; the headteacher; all teachers and teaching assistants; the school secretary; three governors, including the chair of the governing body; and a representative of the local authority.
- The inspector also considered information contained in an email from the Norfolk virtual school headteacher.
- Several documents were scrutinised. These included the school's: self-evaluation document; improvement plan; pupil premium report; PE and sport premium report; safeguarding records; information about pupils' attendance, achievement and behaviour; and minutes of meetings of the governing body.
- The views expressed by parents in 13 responses to Ofsted's online questionnaire, Parent View, along with those contained in six free-text comments, were taken into account. The inspector also considered the views expressed by parents, carers and grandparents spoken with at the start of each day of the inspection.
- The inspector also took into account the 30 responses to the pupil survey and the seven responses to the staff survey.

Inspection team

John Lucas, lead inspector

Her Majesty's Inspector

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