

Tendring Primary School

School Road, Tendring, Clacton-on-Sea, Essex CO16 0BP

Inspection dates

27–28 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	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully established a school community united by a team ethos in which pupils and staff thrive in their work.
- Leaders and governors have an accurate view of the strengths and weaknesses of the school and implement effective improvement plans.
- Leaders have developed a broad and balanced curriculum that develops pupils' confidence and interests. The curriculum promotes British values effectively and prepares pupils well for life in modern Britain.
- Governors know the school thoroughly and take strategic decisions that lead to substantial improvements.
- The quality of teaching, learning and assessment is good in English and mathematics but not universally strong across all subjects.
- Improvements in teaching, learning and assessment have led to better outcomes. Both attainment and progress are improving. In 2018, the proportions of pupils reaching the expected standards in reading, writing and mathematics were above the national averages.
- Pupils with special educational needs and/or disabilities (SEND) make good progress. These pupils are fully included and achieve well across the curriculum.
- Pupils are very courteous and respectful to each other. They demonstrate the well-established school values exceptionally well.
- Children in the early years make a good start to their education. They enjoy their learning and conduct themselves very well. They make good progress and are fully prepared for Year 1.
- Safeguarding is effective. Adults keep pupils safe and address child protection concerns in a timely fashion.
- Because subject leaders are new to the school, they have not yet implemented their development plans. This means that they have not helped teachers plan sequences of learning that build consistently on what pupils already know.
- Some teachers do not ensure that pupils learn to spell subject-specific words correctly.
- Leaders have not targeted extra funding to meet the needs of disadvantaged pupils effectively. Not all these pupils make the progress they should.
- Not all staff are successful at getting potential high achievers from the expected standard to reach the greater-depth or higher standards.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that subject leaders of subjects other than English, mathematics and science carry out their well-considered development plans so that teachers plan sequences of learning that build consistently on what pupils already know
 - ensuring that support for disadvantaged pupils leads to all these pupils making good progress.
- Improve teaching, learning and assessment by:
 - equipping teachers with the skills and strategies to plan sequences of learning that help pupils move on in their learning in a timely way
 - making sure that teachers provide opportunities for potentially high-achieving pupils to think deeply and reach the greater-depth or higher standards of learning
 - enabling all teachers to teach spelling so that all pupils correctly spell key words in their writing.

Inspection judgements

Effectiveness of leadership and management

Good

- After an extended period of staff changes, leaders have settled the school and undertaken an ambitious programme of school improvement. In a short space of time, the head of school has established a strong team completely focused on providing the best possible education at the school. All staff are wholeheartedly supportive of the head of school's improvement plans. They share the same high expectations and optimistic approach towards school improvement and have made substantial improvements to the school.
- Leaders have an accurate understanding of the strengths and weaknesses of the school. They gather detailed information about the quality of what teachers provide and pupils' achievement. Using this information, they plan and implement effective strategies to improve the quality of teaching, learning and assessment.
- The executive headteacher secures high-quality specialist training for staff from a range of partner organisations. This has helped them to improve the quality of teaching, learning and assessment. For example, staff had training through partner schools and specialist teachers to improve mathematics with a new approach. Inspection evidence shows that this is having the desired positive effect on the quality of mathematics teaching across the school so that pupils are now making good progress.
- Pupils benefit from the broad and balanced curriculum that leaders have created. Along with providing a curriculum that develops pupils' skills of English, mathematics and science effectively, leaders provide interesting and well-delivered enrichment activities, such as brass instrument lessons and outdoor learning. As a result, pupils develop personal qualities such as resilience and initiative and grow into capable learners.
- Subject leadership of subjects other than English, mathematics and science has only recently been introduced to the school. Within a short space of time, leaders have started to evaluate the strengths and weaknesses of their subjects. Subject leaders in some subjects have not had sufficient time to act upon what they know about their subjects and improve the sequencing of learning within the curriculum. As a result, some pupils do not make the progress they should in some subjects.
- Leaders and staff promote pupils' spiritual, moral, social and cultural development well. Pupils learn British values through the taught curriculum and demonstrate a good understanding of different cultures, faiths and beliefs. Pupils value and freely share how the way they live their lives might be different to others. For example, pupils are learning Makaton sign language to include within the whole-school community those pupils who rely on Makaton to communicate. In assembly, pupils sing in Makaton too.
- The leadership of the provision for pupils with SEND is good. They receive effective support and have full access to the whole-school curriculum. As a result, these pupils make good progress.
- Leaders use the primary physical education (PE) and sport premium effectively. The extra funding has increased the number of pupils representing the school in competitions with other schools. As a result of improved teaching of PE and more

effective coaching for clubs, pupils' success in external competitions is increasing, including winning places at county-level competitions.

- Parents and carers are very supportive of the work of the school. Many parents sought out inspectors to praise the work of leaders and staff.
- Too many disadvantaged pupils are not making the progress they should. This is because leaders have not used the pupil premium funding well enough to provide the support these pupils need to overcome whatever challenges they face that hinder their progress.

Governance of the school

- Governors are fully committed to school improvement and are knowledgeable and diligent in their work. They have made difficult strategic decisions that have led to substantial improvements at the school.
- Governors carefully evaluate the effectiveness of the work of leaders and staff. As a result, they have an accurate understanding of the strengths and weaknesses of the school. Governors use their evaluations to challenge leaders and hold them firmly to account for the school's performance.
- After learning lessons from the period of difficult staff changes, governors have created effective succession plans to ensure successful recruitment for any vacancies that arise.
- Governors check the school's use of additional funding. They ensure that extra expenditure is focused on improving pupils' progress. Governors have not been completely successful in ensuring that expenditure for disadvantaged pupils enables all these pupils to make good progress.

Safeguarding

- The arrangements for safeguarding are effective.
- Adults are vigilant for signs of potential harm and appropriately report concerns as they arise. Leaders ensure that pupils receive timely and proportionate help when it is needed.
- Leaders carry out the required checks to ensure that all adults working at the school are suitable. They keep meticulous records of these checks. Governors and local authority representatives scrutinise these records carefully to ensure that leaders and staff carry out their duties effectively.
- Pupils feel safe and are safe. The overwhelming majority of parents reported on the school's questionnaire for parents that their children are looked after carefully, happy in school and safe. Inspection evidence confirms their view.

Quality of teaching, learning and assessment

Good

- Warm relationships between teachers and pupils help to create positive learning environments around the school. Pupils enjoy learning, work hard and commit to making progress.

- Teachers have good subject knowledge. They plan and implement effective lessons that enable most pupils to learn well and make good progress. As a result, pupils show great interest in their learning. However, for some subjects other than English and mathematics, teachers sometimes plan sequences of learning that do not help pupils build on what they already know and understand. In such instances, pupils do not make the progress they should.
- Teachers provide useful feedback for pupils that helps them to learn from their mistakes. Pupils capably discuss how teachers' feedback helps them improve their thinking and make progress. One pupil accurately described how, over time, she improved her mathematical thinking and said that, as a result, 'I am now good at maths.'
- When questioning pupils, teachers challenge and enrich their understanding of what they are learning. Teachers expect pupils to respond by using sophisticated language. Inspectors saw many teachers requiring pupils to improve their spoken responses by changing simple expressions to more mature language.
- Leaders' new approach to the teaching of mathematics has improved the quality of teaching, learning and assessment in this subject. Teachers effectively teach an appropriate balance of the skills of mathematics, including reasoning and problem-solving. As a result, pupils can discuss mathematical concepts confidently and are making good progress.
- The teaching of writing is strong. Teachers effectively help pupils build their vocabulary so that they can use sophisticated language in their writing. At times, however, some teachers do not teach spelling well enough so that all pupils correctly spell key words in their writing.
- Teachers develop pupils' reading skills well. The youngest pupils quickly learn how to use phonics to develop their reading. Older pupils enjoy reading a wide range of challenging texts and show a mature understanding of what they read.
- With a 'can-do' approach, adults provide high levels of support for pupils with SEND and lower-attaining pupils. In line with the school's ethos, these pupils are included well within all aspects of learning. Teachers carefully consider the barriers that these pupils face and plan effective support that ensures that they make good progress.
- Teaching assistants make an important contribution to the good progress that pupils make. Teaching assistants effectively support pupils' progress in many roles, including one-to-one support and leading the learning of small groups and whole classes. The quality of training for teaching assistants is strong and enables those who would like to progress to qualified teacher status to do so.
- Teachers set homework in line with the school's policy. Pupils complete tasks that help them to consolidate their learning in subjects across the curriculum.
- Teachers are starting to improve their skills at getting potential high achievers to think at greater depth. Pupils' work in books shows that, although improving, too few pupils are reaching the greater-depth or higher standards.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils from very young ages are confident and curious learners who value high achievement. Pupils discuss their learning articulately and enjoy sharing their learning with adults and other pupils. They reflect on their own strengths and weaknesses and plan for future improvements in learning very well.
- Pupils live up to leaders' high expectations and behave as responsible citizens. They value and benefit from the many positions of responsibility available at the school, such as membership of the student council and the eco club. Older pupils actively support younger pupils by modelling good play on the playground and making sure that all pupils have someone to play with.
- All pupils who spoke with inspectors said that they have adults they can talk with if they feel worried about their relationships. Pupils can talk with maturity about the social challenges that come with growing up. They know what bullying is and say that it is rare and dealt with well by teachers.
- Pupils know how to keep themselves safe at school, at home, online and in the community. With the support of external specialists, teachers help pupils understand how to stay physically and emotionally healthy.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly, polite and well mannered. Nearly all parents who responded to the school's parent questionnaire agreed that the school makes sure that its pupils are well behaved. Inspection evidence confirms this view. They behave well in lessons, at playtime and when moving around the school. Pupils told inspectors that pupils behave well, and adults deal effectively with the rare instances of poor behaviour.
- Pupils work with determination and sustain concentration exceptionally well. Whether independently or in groups, pupils learn effectively and without distraction.
- Adult supervision during break and lunchtime creates a pleasant environment that is ordered and safe. Staff ensure that pupils' play is enriching, and they are skilful at helping pupils to manage any disagreements that arise during playtime.
- Pupils enjoy and value being at school. In 2018, pupils' attendance was just above that of other pupils nationally. However, a small number of pupils did not attend as often as they should have. Leaders' actions have ensured that this has substantially improved.

Outcomes for pupils

Good

- Pupils' achievement improved markedly from 2016 to the present as a result of improved leadership and teaching, learning and assessment. In 2016, the proportions of Year 6 pupils that reached the expected standards in reading, writing and

mathematics were below the national averages. In 2018, the proportions were nearly double those of 2016 and above the national averages.

- Pupils made improved and good progress by the end of key stage 2. In contrast with 2016, when pupils made progress well below national averages in reading, writing and mathematics, pupils in 2018 made progress in line with the national averages. In-school assessment information shows that pupils are making good or better progress across key stage 2.
- In 2018, greater proportions of Year 2 pupils reached the expected standards in reading, writing and mathematics than the national averages. School information shows that most pupils currently in Year 2 are on track to achieve the expected standards or better in reading, writing and mathematics.
- Because phonics is taught well, most pupils achieve the expected standard. In 2018, the proportion of pupils that achieved the expected standard was above the national average. Those pupils who did not achieve the expected standard are making good progress towards doing so in 2019.
- Pupils with SEND make good progress overall. Adult support and teachers' planning enable pupils to overcome barriers to learning, and this leads to strong progress.
- In subjects other than English and mathematics, some pupils do not make the progress they should. This is because teachers do not always plan effective sequences of learning that build upon what pupils already know and understand.
- While some disadvantaged pupils make good progress, leaders' support has not helped many of these pupils overcome the challenges they face that affect their learning. Consequently, too many these pupils do not make the progress they should.

Early years provision

Good

- Adults know and support the children very well. They effectively assess children's individual needs and plan learning activities that are well matched to the academic, social and emotional needs of the children. As a result, children make good progress and make the transition to Year 1 easily. In 2018, the proportion of children achieving a good level of development at the end of Reception was above the national average.
- Leaders have created an exciting curriculum that promotes good development in all areas of learning, including reading, writing and mathematics. A range of activities, both in the classroom and outdoors, enable the children to enjoy their learning. Work in children's books shows that they are making good progress, particularly in writing.
- For any children that fall behind in their learning, leaders provide effective support so that they catch up quickly. Children with SEND are well supported by adults to ensure that they make good progress. Support for children who struggle with the development of speech and language effectively helps children to overcome the barriers they face.
- Children in the early years learn very quickly adults' high expectations of their conduct. They listen attentively when others are speaking and sustain concentration over long periods of time. They share and take turns very well and demonstrate the school values when learning and playing.
- Leaders have established strong partnerships with parents to ensure that the children

make the best start to their education. Parents who spoke with inspectors said that leaders access a range of effective external support to help families with parenting challenges. They also said that leaders are easily available for discussions with parents.

- Adults ensure that children feel safe and are kept safe in the early years. Children assess and take risks when they play and listen carefully to the instructions of adults when doing something risky. All adults in the early years understand safeguarding procedures, and they observe children and check equipment carefully to ensure children's safety.
- Provision in the early years does not support the most able consistently to make the progress they should. Children capable of high achievement do not consistently attain the high standards they should.

School details

Unique reference number	114738
Local authority	Essex
Inspection number	10084584

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	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Mr Stephen Ling
Head of School	Miss Joanna Marshall
Telephone number	01255 830 307
Website	www.tendring-pri.essex.sch.uk
Email address	admin@tendring-pri.essex.sch.uk
Date of previous inspection	19 March 2008

Information about this school

- Tendring Primary School is smaller than the average-sized primary school.
- The senior leadership team consists of the executive headteacher, the head of school, the special educational needs and/or disabilities coordinator (SENCo) and the senior teacher. Although Tendring Primary School is maintained by the local authority, the governing body commissions the Learning Pathways Trust to provide the executive headteacher for the school.
- The proportion of pupils with an education, health and care plan is above the national average.
- The proportion of pupils with SEND support is below the national average.
- The proportion of pupils receiving the pupil premium grant is below the national average.

Information about this inspection

- Inspectors met with the executive headteacher, the head of school, the SENCo, the senior teacher and subject leaders. They also held meetings with members of the governing body and a representative from the local authority.
- Inspectors observed lessons and scrutinised pupils' books across the school.
- Inspectors spoke with parents at the beginning of the school day and analysed 39 responses to the school's questionnaire for parents.
- Inspectors spoke to teachers, support staff and pupils throughout the course of the inspection.
- Inspectors took account of a wide range of information, including the school's website, the development plan, assessment information about pupils' learning and leaders' monitoring of teaching, learning and assessment. Inspectors reviewed documentation relating to safeguarding, as well as minutes of governing body meetings.

Inspection team

Al Mistrano, lead inspector	Her Majesty's Inspector
Rachel Welch	Ofsted Inspector
Prue Rayner	Ofsted Inspector

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