

Inspection of a good school: Tilery Primary School

St Ann's Terrace, Portrack, Stockton-on-Tees TS18 2HU

Inspection dates:

16–17 October 2019

Outcome

Tilery Primary School continues to be a good school.

What is it like to attend this school?

Pupils run into school with huge smiles on their faces. Many told the inspector how much they love coming to the school. One child summed it up by saying, 'I just fit in.' Pupils are adamant that bullying is rare. Teachers deal swiftly with any misbehaviour. Pupils spoke about how much they like the teachers. They love adults' sense of humour. They say that the school is not too strict, but that they never get away with any poor behaviour. 'It's how every school should be,' said one pupil. Another group of pupils spoke with enthusiasm about lessons. Pupils are certain that work is fun and that teachers will always help them.

Pupils say they are safe and indeed they are. Care and support for pupils are exemplary. It is little wonder that pupils love coming to the school and feel part of its life. One parent wrote, 'This school has done more than I could have hoped to help make my child feel settled and happy.' The enthusiastic school council organises fun events such as the class 'floss-off' dance competition. There are exciting trips and visits for pupils. Tilery Primary School is a place of hard work and ambition.

What does the school do well and what does it need to do better?

Since the last inspection, leaders have improved some vital parts of the curriculum. They have made sure that staff are well trained in phonics and reading. There has been a relentless focus on writing. Stronger teaching is now in place in these areas. As a result, pupils' achievement has risen. Leaders are working on making sure that this is the case for all subjects.

In mathematics, reading and writing, pupils understand the important concepts. This is because teachers are clear about what pupils need to learn. Lessons build on what pupils already know. Teachers make sure that pupils understand and use the words that are linked to a subject. This helps pupils to explain their thinking. This is beginning to be seen in history and geography. For other subjects, the whole-school plans are being changed so that lessons build pupils' knowledge more progressively.

Phonics teaching has improved and is effective. Teachers ensure that pupils learn and remember phonics sounds. Pupils falling behind are given extra support. Reading books are mostly well matched to pupils' reading skills. This means they can read them with confidence on their own. However, not all pupils have reading books they can read by themselves. These pupils do not learn as quickly as they should. The school's 'reading army' is growing and is fully trained. This group of adults listen to pupils read often. As a result, pupils become fluent readers.

Pupils' behaviour is excellent. In the lessons visited, pupils showed genuine enthusiasm in learning. They follow instructions and show both independence and good cooperative skills. Pupils' pride in their work and determination to succeed help them to learn well.

Teachers adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are given effective support across all areas of learning. They play a full part in the life of the school in every way, both inside and outside the classroom.

The school provides meaningful opportunities for pupils to explore and learn about the wider world beyond the school's gates. Pupils speak with maturity about tolerance, respect and liberty. They understand democracy through an elected school council. The school holds annual 'flagship events'. These include a visit to Durham Cathedral, a Christingle service, residential visits and the lantern parade. These are just some of many awe-inspiring events pupils experience. Pupils develop an appreciation of human creativity, achievement and spirituality.

The school is well led. Leaders make every effort to support teachers. This ensures staff can do their jobs well. Pupils are at the very heart of all the school does. Adults treat pupils equally. Pupils have every opportunity to flourish.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and know how to keep children safe. The regular updates for staff give them information about risks to watch out for. Staff with designated responsibility for safeguarding know pupils and their families well. The work of the pupil and family support workers is invaluable. A specialist team is in place to support pupils' emotional and social needs. This team meets weekly to review and check that the school is doing all it can for all pupils and that no one is missed out. Where appropriate, staff communicate with outside agencies. Pupils have detailed knowledge about the dangers they may face online and how to avoid these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- It is clear from the actions that leaders have already taken to plan next year's curriculum and arrange training for staff in how to deliver it that they are in the process of bringing about improvements. The curriculum is becoming more coherently planned and sequenced in most subjects. Further work must be completed to ensure this is the case for all subjects.
- The school's approach to the teaching of phonics is becoming stronger and stronger. Some pupils' reading books connect closely to their phonics knowledge as they are learning to read. These pupils read with confidence because they do not get stuck on difficult words. Leaders need to make sure that all pupils who are learning to read use books to practise with that contain only the sounds they know.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	111660
Local authority	Stockton-on-Tees
Inspection number	10110762
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair of governing body	Mrs Liz Miller
Headteacher	Mr John Repton
Website	www.tilery.stockton.sch.uk
Date of previous inspection	12 January 2016

Information about this school

- This school is larger than an average-sized primary school.
- It has provision for two-year-old children and a Nursery class for children from the age of three.
- The school runs a breakfast club and after-school club for pupils.
- The proportion of disadvantaged pupils is close to triple the national average.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils with SEND is well above average.

Information about this inspection

- I met with the headteacher, senior leaders, subject leaders and other members of staff, including the pupil and family support worker.
- I met with a group of governors, including the chair and vice-chair of the governing body. I also met a representative of the local authority.
- I took account of the 2018 school survey of parents' views as there were very few

responses to Ofsted's parent questionnaire, Parent View. I scrutinised parents' comments on the free-text facility.

- I observed pupils' behaviour in lessons and around the school, including at breakfast club, playtimes and lunchtimes. I gathered pupils' views about the school through formal and informal discussion, including with the school council.
- I scrutinised a range of documentation, including the school's self-evaluation and improvement plans and safeguarding documents. I also evaluated information relating to pupils' behaviour and attendance.
- I looked in depth at the following subjects: reading, mathematics and history. This included discussions with leaders of the subjects, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.
- I also visited the harvest festival celebration.

Inspection team

Phil Scott, lead inspector

Ofsted Inspector

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