

Inspection of Tugby Church of England Primary School

Main Street, Tugby, Leicester, Leicestershire LE7 9WD

Inspection dates: 8–9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Insufficient evidence
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and relationships throughout this school are strong. The school's 'character programme' helps pupils to become well-rounded citizens. Pupils are respectful and friendly towards each other, staff and visitors.

Leaders have high expectations of pupils. Pupils, staff and parents work in harmony to enable pupils to achieve well. Pupils enjoy coming to school. They attend well. Pupils enjoy learning to read and value its importance. As one pupil said, 'Reading opens up your thinking.' Learning does not just take place in the classroom. Pupils take part in trips and enter sporting competitions. Several pupils demonstrated their musical talents during the inspection. There are also many opportunities for pupils to contribute to the daily life of the school. Pupils proudly wear their responsibility badges.

Pupils behave well. They know how to learn and take pride in doing so. Pupils told us that they could not recall any instances of bullying. They were very clear that, should bullying occur, they would report it and that staff would deal with it. They also told us how easy it is to talk to any of the staff and feel that they are listened to. Pupils feel safe.

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

Pupils achieve well because leaders have developed an effective curriculum. Curriculum plans show what pupils must learn in each subject. Learning is well sequenced and teachers know what needs to be taught. Most of the time teachers plan lessons with care and precision to build on what pupils already know. Pupils engage well in the activities that teachers provide. Sometimes, lesson plans do not meet the needs of all pupils

Teachers check what pupils know and can remember in reading, writing and mathematics. Assessment approaches in other subjects are being developed. Sometimes, pupils do not remember enough of what they learn. For example, in science, older pupils could recall the difference between reversible and non-reversible reactions but younger pupils could not remember what they had learned about different materials.

Reading is a priority at this school. Pupils begin their phonics learning as soon as they enter Reception. Teachers deliver the phonics and reading programmes well. Pupils read books that focus on the sounds they are learning. This helps them to become confident and fluent readers. Pupils who fall behind receive extra support to catch up with their peers. Pupils told us they enjoy reading and borrowing books from the new library. They explained how reading 'lets your imagination run wild'. Pupils spoke with enthusiasm about their favourite authors. Authors such as Liz Pershore, Ryan Giggs and Michael Morpurgo are all liked.

The mathematics curriculum is well planned. Pupils develop mathematical fluency, solve problems, and can explain their answers and their reasoning. Most of the time, pupils learn new concepts through activities that match their needs. Sometimes, teachers allow pupils to repeat work or do not move them on when they are ready.

Staff know the pupils well. They understand individuals' needs, particularly those who need extra support. Teachers make sure that the curriculum is accessible to these pupils. Pupils with special educational needs and/or disabilities do well.

Pupils' personal development is a high priority for the school. Pupils learn about different cultures and religions. Pupils take part in various trips, and visitors come and speak with them in school. There are many clubs for pupils to attend. As well as sports-based clubs, pupils can also learn about cooking or sing in the choir. Pupils take on various leadership roles. They may become librarians, eco-warriors, house leaders and student council representatives.

The academy trust provides the school with effective leadership and support. It offers opportunities for staff to share ideas and improve their practice. Trustees and governors check on the school's work well. However, school leaders' monitoring of the quality of education is not rigorous enough.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding reflects the school's caring nature. Leaders make all the right checks on adults before they start working in the school. Staff have up-to-date training and know how to keep pupils safe. They use this training well and follow safeguarding guidance. Leaders record all concerns and they are meticulous in following them up. They work well with and have good relationships with support agencies. This helps to make sure that families get any support they need. Pupils learn how to keep themselves safe, for example when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made sure that all subjects have detailed curriculum plans. On occasion, teachers do not use these plans well enough to meet the needs of all pupils. As a result, pupils do not learn as well as they could in some subjects. Leaders need to ensure that teachers meet the needs of all pupils in all subjects.
- Leaders have set up ways to check on how well teachers deliver reading, writing and mathematics. However, checks made by leaders on the implementation of other subjects are not as thorough. As a result, leaders do not know if teachers are teaching and assessing pupils in some subjects as well as they should. Leaders need to check on the implementation of all subjects to know what needs to be done to improve further.

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 the school and 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	140912
Local authority	Leicestershire
Inspection number	10121220
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	61
Appropriate authority	Board of trustees
Chair of trust	Stephen Adshead
Headteacher	Paul Wiggin
Website	www.tugby.leics.sch.uk
Date of previous inspection	14–15 November 2017, under section 8 of the Education Act 2005

Information about this school

- Tugby Church of England Primary is part of the Diocese of Leicester Academies Trust. Two thirds of the teaching staff have joined the school since the previous inspection.
- The school is a Church of England school. The last section 48 inspection took place in February 2017. The school's next section 48 inspection is due by February 2022.
- The school has a very small number of pupils in the Reception Year.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher and other staff. We met with members of the local governing body and representatives of the trust.
- We looked in detail at four subjects to consider the quality of education: reading, mathematics, science and geography. We visited lessons and we looked at samples of pupils' work. We met with teachers, subject leaders and pupils. We also listened to pupils reading and observed their playtimes.

- We looked at a range of other documentation, including those relating to safeguarding, behaviour and attendance. We also looked at leaders' evaluation of the school's performance, and their planning documentation. We reviewed and considered the information on the school's website.
- We spoke with parents and considered their responses to Ofsted's online survey, Parent View, and the school's own surveys.
- Although early years was inspected it is not reported within this report. To do so could identify each pupil.

Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

Moira Dales

Ofsted Inspector

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