

Inspection of Tebay Primary School

Tebay, Penrith, Cumbria CA10 3XB

Inspection dates: 10–11 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and thrive at Tebay Primary School, which is at the heart of this rural community. Parents and carers recognise the caring environment as a real strength of this small school. Pupils behave well in class and during breaks. Those pupils that we spoke with told us that bullying is rare. If it did occur, they are confident that staff would sort things out quickly.

Pupils model the school's values of respect, responsibility and resilience. They are supportive of one another. Older pupils go the extra mile to help younger pupils.

Pupils learn how to keep healthy. They take part in an annual cross-country competition. They also enjoy attending a wide range of clubs and activities after school. For example, pupils enjoy cooking club. They send meals that they cook to families in the local area. This is just one example of how pupils engage with the local community.

Pupils are safe and feel safe in school. They learn how to keep safe beyond the school environment. For example, pupils learn about how to stay safe near open water. They all learn to swim.

Pupils enjoy learning. They live up to the high expectations that staff have for their achievement and personal development.

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

Leaders have designed a curriculum that excites and engages pupils. Curriculum plans identify the knowledge and skills that leaders want pupils to learn in each subject and in every year group. Pupils have many opportunities to reflect on learning. For example, in mathematics, pupils take part in quizzes at the start and end of topics. Pupils told us that this helps them to improve their mathematical skills and to remember more, over time. As a result, pupils achieve well in mathematics. Pupils have a positive and mature attitude to their work. Learning is rarely disrupted.

Leaders prioritise reading. Phonics is taught as soon as children start school. Pupils make good use of their phonics knowledge to sound out unfamiliar words. They read books that are well matched to the sounds they have learned. Pupils that are falling behind are given extra support to help them catch up quickly. Older pupils show a real love of reading. They talked to us enthusiastically about their favourite books and authors. Indeed, pupils typically commented that they prefer reading books than playing on the computer. Pupils achieve well in reading and phonics.

Pupils are keen historians and are able to talk in-depth about their current learning. For example, Year 6 pupils talked to us knowledgeably about many different aspects of the Roman Empire. However, pupils still have gaps in their historical knowledge.

This is because teachers do not make effective use of assessment to plan activities that build in pupils' prior learning.

After a period of instability, the headteacher has galvanised the school community. Staff feel valued. They appreciate the regular training provided by the trust. Leaders and the local advisory board are proactive in supporting the well-being of staff.

The multi-academy trust provides invaluable support for this school. Trustees and the local governing board know the school well. They recruit members based on their skills. This helps them in providing the necessary support and challenge to school leaders.

Leaders have effective procedures to identify pupils with special educational needs and/or disabilities (SEND). Pupils with SEND receive personalised support from staff in school and across the trust. Parents appreciate the support that staff provide for their children.

Pupils learn about the importance of mental health. They take part in regular activities which allow them to talk and reflect on how they are feeling. Pupils access a varied range of sporting activities. As well as traditional sports, pupils also play Tchoukball and lacrosse.

Staff promote British values. They help pupils to learn about life in modern Britain. Pupils discuss topical issues in assemblies. They respect each other's opinions and beliefs. However, leaders do not provide enough opportunities for pupils to gain a deeper understanding of different cultures and faiths practised across Britain.

The early years curriculum is well planned. It provides a solid foundation for future learning. Children have regular opportunities to develop their reading, language and mathematical skills. For example, when playing football outside, children record the goals scored. This helps children develop their number skills in preparation for their transition into Year 1. Teachers and support staff model well their expectations of children's behaviour and attitudes. As a result, children learn to respect each other and the adults around them. By the end of reception, most children achieve a good level of development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding has a high profile. They check that adults are suitable to work with pupils. Leaders receive effective support through the trust with regard to safeguarding. Staff are vigilant and complete regular safeguarding training. Pupils learn about the importance of safeguarding themselves. For example, they are aware of how to keep safe online through regular e-safety lessons. Pupils understand the importance of not giving out personal information. They are also aware of how to create appropriate, secure passwords.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, such as history, teachers do not use assessment effectively to check what children know and remember. As a result, teachers' planning does not correctly identify what pupils need to learn next. Leaders need to ensure that teachers take greater account of what pupils already know when planning learning, so that pupils can know more and remember more.
- Pupils do not have a secure understanding of the main faiths and cultures practised in Britain today. Teachers need to deepen pupils' knowledge so that they have a better understanding of the similarities and differences across religions and cultures. This will allow pupils to be more prepared for life in modern Britain.

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	145137
Local authority	Cumbria
Inspection number	10135045
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	Board of trustees
Chair of trust	George Beveridge
Headteacher	Lisa Bland
Website	Tebay.cumbria.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tebay Primary School opened as an academy in September 2017. It is part of the Cumbria Education Trust.

Information about this inspection

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

- We looked closely at reading, mathematics, music and history. This entailed discussions with subject leaders, visits to lessons, looking at examples of pupils' work, listening to pupils read, discussion with teachers and discussions with pupils.
- We held various meetings with the headteacher.
- We held discussions with staff which focused on safeguarding. We also examined a range of documentation relating to safeguarding.
- We met with the chair of the local advisory board and the primary director and chief executive officer for the multi-academy trust.

- We observed pupils' behaviour at break, lunchtime and as they moved around the school.
- We spoke with parents as they brought their children to school at the start of the school day.
- We looked at a range of documentation, including the school self-evaluation form and school improvement plan.
- We considered the 22 responses to Parent View, Ofsted's online questionnaire. We read all the free-text responses from parents. We also considered the 17 responses from pupils and three responses from staff to Ofsted's online pupil and staff questionnaires.

Inspection team

James Marsh, lead inspector

Ofsted Inspector

Naomi Taylor

Her Majesty's Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020