

Inspection of Tittensor C of E (C) First School

Beechcliffe Lane, Tittensor, Stoke-on-Trent, Staffordshire ST12 9HP

Inspection dates: 18 and 19 July 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are well cared for at Tittensor C of E First School. They are met with smiles and warm greetings by staff and leaders every day. Pupils are happy and attend school regularly.

Pupils accurately display the school's values of 'love, faith and hope'. Pupils are taught how to show acts of kindness. Staff and pupils are kind to each other as a result. Pupils talk about the Parable of the Good Samaritan in the bible. They are eager to receive the weekly Good Samaritan Certificate for showing care and love to one another.

Leaders and staff have high expectations for what pupils can achieve. The work pupils produce shows how they rise to these expectations. Pupils take pride in the presentation of their work. They do not give up easily when they find learning challenging. They always seek ways to improve their work further.

Pupils' mental health and well-being are top priority. Pupils know who to speak to if they have worries or concerns. All pupils are taught different ways to manage their thoughts and emotions. Leaders know each pupil's strengths and what they may need further support with.

Parents and carers are overwhelmingly positive about the education and care their children receive at this school.

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

Since the appointment of the headteacher, there have been many positive changes. Leaders and governors have focused on improving the curriculum. They have created a broad and balanced curriculum. It is ambitious for all learners, including pupils with special educational needs and/or disabilities (SEND). Leaders work closely with local schools to ensure that pupils' learning continues smoothly as they move to the next stage of their education.

Leaders have a sharp focus on creating high-quality writing opportunities in English and across all subject areas. Most pupils write at length and to a high standard as a result. Pupils are rightly very proud of their writing. Leaders have carefully considered what order they want pupils to learn the key knowledge and vocabulary in most subjects. However, in a small number of subjects leaders have not identified precisely enough the small component knowledge and vocabulary they want pupils to learn. Pupils' knowledge does not build on prior learning in these subjects as a result.

Teachers present subject matter clearly. Pupils understand their learning quickly as a result. Learning activities and resources are carefully planned and matched to pupils' needs. This means that all pupils can access the learning effectively, including in the

early years. Teachers generally use assessment well during lessons to check pupils' understanding. They adapt their teaching effectively as a result. However, assessment is not used precisely enough in a small number of subjects. This means leaders do not have a clear enough understanding of what pupils know and remember in these subjects.

Reading is promoted from the start in early years. Pupils and staff speak about books enthusiastically. Parents are invited into school to share books and reading opportunities with their children. Pupils are excited by this. They have a wide range of books available to them. Phonics is taught consistently well across all classes. Misconceptions are picked up most of the time. Pupils who are falling behind catch up quickly.

Systems for identifying pupils with SEND are effective. Pupils with SEND work alongside their peers very well. They receive effective support to access the full curriculum. Pupils' needs are regularly reviewed in partnership with parents and pupils. However, the targets on pupils' learning plans are not precise enough. This means staff are not able to judge pupils' progress accurately enough to ensure they are as successful as they can be.

Leaders and staff have high expectations of pupils' behaviour. Pupils across school display exemplary behaviour. They are explicitly taught what good behaviour looks like. Pupils are highly motivated and make a positive contribution to their local community. For example, they work alongside the local village gardener and take care of the village planters.

Pupils are given a wide range of opportunities beyond the curriculum. For example, pupils create an energetic rock band and perform in front of parents. Pupils with SEND and those who are disadvantaged attend a wide range of after-school clubs regularly. A very active parent group regularly raise funds for pupils to access wider opportunities. All pupils have equal access to extra-curricular activities, such as residential visits, as a result.

Governors place high importance on their statutory duties. They provide support and also appropriate challenge to school leaders. They ensure that provision for pupils' education is continuously improving.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take their safeguarding responsibilities seriously. They are aware of the risks associated with their local area. Leaders ensure that staff receive weekly updates on how to keep pupils safe. As a result, staff can quickly identify the signs of when pupils may be at risk of harm. Leaders seek advice regularly from external agencies. Governors thoroughly check the school's safeguarding procedures, such as when recruiting new staff.

The curriculum teaches pupils how to keep themselves safe. They know about online dangers. Pupils have an age-appropriate understanding about consent and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the key component knowledge and vocabulary they want pupils to learn in a small number of subjects. Pupils' knowledge is not built on over time in these subjects as a result. Leaders should ensure that they identify the specific knowledge and vocabulary they want pupils to learn and remember over time in these subjects.
- Leaders' use of assessment is not precise enough in a small number of subjects. They do not have a clear enough understanding about what pupils know and remember in these subjects. Leaders should ensure that they can accurately assess pupils' knowledge in all subjects.
- Learning plan targets for pupils with SEND are too broad. Staff do not break down broad aims into small, achievable steps as a result. Leaders should ensure that staff can support pupils with SEND to be as successful as they can be.

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 information from Ofsted Parent View 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.

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	124279
Local authority	Staffordshire
Inspection number	10268943
Type of school	First
School category	Voluntary controlled
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	Sarah Woolley
Headteacher	Gail Craig
Website	www.tittensor.staffs.sch.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2020. A new chair of governors has been appointed since the last inspection.
- The school is part of the Diocese of Lichfield.
- A Statutory Inspection of Anglican and Methodist Schools inspection to evaluate the distinctiveness and effectiveness of Tittensor C of E First School as a Church of England school took place on 28 November 2019.
- The school does not use any alternative providers.
- The school has a breakfast club and an after-school club. This is operated by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher. The lead inspector met with members of the governing body, including the chair. The lead inspector also spoke with a representative of the local authority via telephone.
- Inspectors held meetings with a range of leaders to discuss safeguarding, early years, provision for pupils with SEND and pupils' behaviour.
- Inspectors carried out deep dives in early reading, English and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at additional subjects, including science and history.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils formally and informally about their learning and experiences at school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff's suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and the free-text responses received during the inspection.
- Inspectors reviewed the responses to Ofsted's staff survey.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records and minutes of meetings held by the governing body.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector'

Keri Baylis

His Majesty's Inspector

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