



Tuffley Primary School

Inspection Report

Unique Reference Number 115602
LEA Gloucestershire
Inspection number 279634
Inspection dates 6 July 2006 to 7 July 2006
Reporting inspector Margaret Dickinson AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Evenlode Road
School category	Community		Tuffley
Age range of pupils	4 to 11		Gloucester, Gloucestershire GL4 0JY
Gender of pupils	Mixed	Telephone number	01452 526442
Number on roll	125	Fax number	01452 526 442
Appropriate authority	The governing body	Chair of governors	Mrs Sue Eade
Date of previous inspection	13 November 2000	Headteacher	Mrs Naula Woollorton

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Tuffley Primary School is on the outskirts of Gloucester, in an area of significant social and economic disadvantage. The school includes a Communication and Interaction (C&I) Centre for pupils with specific and profound communication and interactional needs, including autism. This is housed in a separate building across the school field. Currently, 12 pupils attend the Centre, all of whom have a statement of special educational need. Across the school, the proportion of pupils with learning difficulties and disabilities is very high. Most pupils in the school are of White British heritage and there are few at an early stage of learning English. Children enter Reception with well below average standards, especially in their personal, social and emotional development and language and communication skills. The school has experienced some instability in staffing over recent years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. It has some strengths and relatively few weaknesses. It has improved satisfactorily since the last inspection and has capacity to improve further. This matches the school's own analysis of its performance. In Years 1 to 6, pupils now achieve satisfactorily and standards are rising. Provision in the Reception class is satisfactory and children make satisfactory progress. The provision in the C&I Centre is good because of the good teaching, very good range of activities and the close attention to individual pupils' care and learning. The school works very well with a range of professional support agencies. A good feature of the school is the strong teamwork and shared commitment to improving the school and to providing the best possible care for all pupils, irrespective of their needs, backgrounds or difficulties. This includes a significant minority who, for whatever reason, are in vulnerable situations. The school is a very safe and secure haven for these pupils. Pupils' personal development is good. Pupils enjoy being at school, have positive attitudes and behave well. The curriculum is good. Teachers generally plan appropriate work for the range of needs in the class but more able pupils are sometimes not challenged sufficiently. In the main school and the C&I centre, some good opportunities are missed to develop pupils' speaking, listening and communication skills. The school recognises that more needs to be done to monitor pupils' progress as they move through the school. There are some basic systems for tracking pupils' progress in reading, writing and mathematics but these do not give a sufficiently clear overview of individual pupils' progress over time. Another weaker aspect relates to how the school monitors its effectiveness. When aspects of provision or new initiatives are evaluated, there is insufficient emphasis on how they benefit pupils' learning and progress. Although pupils make satisfactory progress academically, the school has some real strengths in significant areas, particularly the quality of care, the guidance and support for vulnerable pupils, the good provision in the C&I Centre, and the very good headway all pupils make in their personal and social development. As a result, the school gives good value for money.

What the school should do to improve further

- Improve the quality of teachers' planning so that, when the whole class is taught together, teaching caters for the needs of the more able pupils and includes more opportunities for all pupils to develop speaking, listening and communication skills.
- Improve the systems for tracking pupils' progress to provide a clearer overview of how well individual pupils achieve during each year in English, mathematics and science.
- When monitoring the effectiveness of the school's provision, ensure that judgements are based on the outcomes for pupils, especially the quality of their learning and the progress they are making.

Achievement and standards

Grade: 3

Pupils make satisfactory progress. This also applies to pupils from ethnic minority groups and those in vulnerable circumstances. In the past, some pupils with learning difficulties and disabilities made less progress than others. However, their progress is now satisfactory. Standards in the C&I centre are below average due to the complex special needs of the pupils. Some of the older pupils have severe expressive and receptive language difficulties, but an increasing number with autistic spectrum disorders are joining the centre. Each child in the Centre has individual needs but progress is generally good. Throughout the school, pupils with a statement of special educational need make good progress. This is because they receive good teaching and good support from teaching assistants and there is a clear focus on pupils achieving their individual targets. Children in Reception make satisfactory progress. Standards by Year 2 and Year 6 have been significantly below average for several years. However, test results of pupils from the C&I Centre are included, so this does not give an entirely true picture when results are compared with national averages. Standards generally improved in 2005. The school has focused sharply on improving standards this year. This has been successful at both Year 2 and Year 6, particularly in writing and mathematics. The school has not always met its targets in the past but almost all the challenging targets set for this year's national tests have been exceeded.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy school, have positive attitudes and behave well. Their spiritual, moral, social and cultural development is good because these aspects receive good emphasis. Pupils have a good understanding of the need to have a healthy lifestyle and take exercise regularly in school. They know how to stay safe and are alert to any dangers they may encounter. Pupils think the 'Friendship Fixers' idea works well and confirm behaviour has improved. They are pleased that any bullying or misbehaviour is dealt with promptly. Children in Reception make good progress in their personal and social development. In the C&I unit, pupils make good progress in social and communication skills. They develop independence and form good relationships with the adults as well as with pupils in the main school. Attendance is satisfactory. It is below average but improving because the school works hard to encourage good attendance and punctuality. Pupils contribute well to their school and local community. They enjoy taking responsibility and helping out with jobs in school, such as handing out equipment at playtimes. Pupils make sound progress in gaining basic skills, including literacy and numeracy, to help them for the next stage in their education and for their later life. Pupils clearly enjoy school. One pupil summed it up when he said proudly, "I never want to leave this school."

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Teachers and teaching assistants have very good relationships with pupils. They rarely miss an opportunity to give praise where this is due. In the main school, interactive whiteboards are used well to explain and illustrate important things and encourage pupils to concentrate. Teachers assess pupils' work carefully and give them targets to guide and motivate them. They use resources and displays well to provide extra support. In some lessons, teaching does not cater well enough for the range of abilities in the class. Also, many pupils have difficulties speaking and expressing themselves, and teachers sometimes miss opportunities to develop these aspects. Individualised teaching is a strength of the C&I Centre, and work is well matched to pupils' needs. In some lessons, pupils' vocabulary and speaking and listening are developed very well. On occasions, however, too much time is spent on worksheets without promoting communication skills.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced, with a good emphasis on basic skills in literacy, numeracy and information and communication technology (ICT). In addition, there are plenty of opportunities to take part in practical experiences, such as circus skills, cooking, visiting a farm and making a nest for bees. Not only do these activities make learning fun, they are also effective in developing pupils' social and cultural awareness. Another good feature is the wide range of art activities which is provided, including opportunities to work with clay, sculpture and textiles. Pupils say they enjoy art lessons. They also enjoy the afternoons when they do a carousel of activities, such as music, physical education and sports. In the C&I Centre, the curriculum is very broad and highly appropriate. However, ICT is not used sufficiently to support pupils' learning. Pupils have good opportunities to join classes in the main school, when they benefit academically as well as socially.

Care, guidance and support

Grade: 2

Care, guidance and support are good, with exceptionally good attention to pupils' personal well-being and safety. Pupils know adults around them will listen and act quickly if they have problems. The school appointed a learning mentor in January, who plays a special part in nurturing individual pupils and offering a sympathetic ear when necessary. Individual education plans are very good for pupils in the main school and the C&I Centre. The school and Centre also work very effectively with a variety of outside agencies to support pupils' specific needs. Child protection procedures are very good and all staff are well trained. Whilst personal guidance is very good, academic guidance has weaker aspects. Basic systems are in place, in the school as well as the

C&I centre, for tracking pupils' progress in reading, writing and mathematics at the end of each year. However, these systems are not sufficient to provide a clear overview of how well individual pupils make progress over shorter time-scales, and as they move from year to year.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides strong, energetic direction. There is a clear emphasis on every child's welfare and happiness. The new senior management team has guided the school well this year and, despite some instability in the school's staffing, has made a difference to pupils' standards. The school has been part of a national initiative – the Intensifying Support Programme. This has been evaluated successfully. It has played an important part in raising standards and is continuing to do so. Governance is satisfactory and governors have a sound awareness of the school's main strengths and weaknesses. There are satisfactory procedures for monitoring and evaluating the school's performance, which include seeking parents' and pupils' views. However, monitoring does not focus sufficiently on how well pupils make progress. The progress of pupils from the C&I Centre is not carefully enough monitored between Years 3 and 6. Also, until the 2005 test results emerged, the school had not identified that some groups of pupils with learning difficulties and disabilities were not making as much progress as others. Improvement since the last inspection has been satisfactory. The school's ethos is strong, with staff feeling excited about the improving standards. Good teamwork and strong commitment mean the school has the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children You will know that we visited your school recently. Thank you for making us so welcome. We enjoyed meeting you and hearing all about your school and the work you do. We wanted to let you know what we thought about your school. Some of the good things we found:

You told us you enjoy school and like being there. You behave well.

You are given interesting things to do, which make learning fun.

The headteacher, teachers and other adults care for you exceptionally well and make your school a happy and very safe place in which to learn.

The headteacher and staff are working hard to help the school improve even more. We have asked the school to work on three things to make it even better:

Give you more opportunities to improve your speaking and make sure everyone works at the right level when you are being taught as a whole class.

Make more use of the information the school has about how well you are doing, to make sure all of you are making enough progress.

When the headteacher and other teachers check that things are working, we would like them to look carefully at what you are getting out of things, and how well you are learning and making progress. Thank you again for all your help. Best wishes
Margaret Dickinson
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