



# Tugby Church of England Primary School

## Inspection Report

**Unique Reference Number** 120168  
**LEA** Leicestershire  
**Inspection number** 280751  
**Inspection dates** 8 February 2006 to 8 February 2006  
**Reporting inspector** Mike Capper AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Voluntary controlled		Leicester
<b>Age range of pupils</b>	4 to 11		Leicestershire LE7 9WD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01162 598 248
<b>Number on roll</b>	84	<b>Fax number</b>	01162 598 248
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Diana Wright
<b>Date of previous inspection</b>	4 April 2000	<b>Headteacher</b>	Mr Trevor Wright

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small rural primary school takes pupils from the local village as well as surrounding areas. The proportion of pupils eligible for free school meals is well below average and there are an average number of pupils identified as having learning difficulties and disabilities. There are no pupils for whom English is an additional language. Pupils' attainment on entry to the Reception class varies from year to year but is above average overall. At the time of the inspection, most pupils in Years 5 and 6 were out of school on a residential visit.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that provides satisfactory value for money. Pupils' achievement from their different starting points is satisfactory but the quality of teaching and learning, whilst satisfactory overall, varies across the school. Provision for pupils in the Foundation Stage is good, helping them to progress well in their first year in school so that by the end of the Reception Year, standards are higher than those found nationally overall. Pupils' progress slows in Years 1 and 2, and not all are achieving well enough, especially the more able pupils. This is because not enough use is made of assessment information to ensure that pupils' differing needs are fully met. In Years 3 to 6, pupils make good progress and, by the end of Year 6, standards are above average overall. Pupils behave well in school and are friendly and articulate. However, there are too few opportunities for them to take responsibility and they have only a limited awareness of cultures other than their own.

Leadership and management are satisfactory. Members of staff work together well and are committed to improving provision. However, senior managers and governors do not have an accurate picture of the overall effectiveness of the school. Their evaluation of the work of the school is more generous than that of the inspectors because their procedures for checking how well the school is doing lack rigour. Nonetheless, they have identified suitable strategies for addressing weaknesses in teaching, although these have only recently been implemented. The school has made satisfactory progress since the last inspection and has the capacity to ensure further improvement.

### What the school should do to improve further

- Improve progress in Years 1 and 2 by ensuring that teaching consistently meets the differing needs of pupils, especially the more able.
- Improve the school's procedures for checking its work so that senior managers have a clearer understanding of the school's strengths and weaknesses.
- Give pupils more opportunities to take responsibility and to learn about cultures other than their own.

## Achievement and standards

### Grade: 3

Pupils' achievement from their starting points is satisfactory. By the end of the Reception Year, standards are above those found nationally, with pupils making good progress. Standards are especially high in personal, social and emotional development and in reading.

By the end of Year 6, standards are above average overall in English, mathematics and science. In recent years, national test results have been much higher in reading, where standards are above average, than in writing, where they are average. In Years 1 to 6, the progress of pupils, including those with learning difficulties or disabilities, is satisfactory overall. The school's challenging targets for test results at the end of Year

6 were largely met in 2005. However, progress is uneven from class to class. In Years 1 and 2, teaching does not always build well enough on what pupils already know. Consequently, there is some underachievement, especially amongst more able pupils. Progress accelerates again in Years 3 to 6 because teaching is more effective at meeting pupils' differing needs. In Years 3 to 6, pupils who have been underachieving also benefit from receiving additional support from teaching assistants and a specialist local authority teacher. This support has a good effect on standards.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Good attendance reflects the positive attitudes pupils have towards learning. Most pupils enjoy school and are keen to learn but there are occasions when they are bored in lessons because of the lack of challenge. In discussions with inspectors, several pupils said that their work was 'too easy'. Nevertheless, pupils' behaviour is good and they get on well together. They are pleased to see visitors and they cheerfully chat to them about their work. Pupils are keen to take responsibility but would like more opportunities to do so. For example, older pupils say that they would like to help organise social events, but there is no formal platform such as a school council for them to make such views known.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils respect each other and adults, but they have only a limited knowledge of cultures other than their own. Pupils make a satisfactory contribution to the community. They show a good awareness of the importance of helping those less fortunate than themselves by raising money for different charities. Pupils' generally good basic skills and their well-developed confidence help to prepare them well for later life. Pupils understand the importance of staying safe and healthy. For example, they explain why it is important to eat five portions of fruit or vegetables each day. Pupils take a keen part in physical exercise and sporting events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall but its quality is uneven across the school. It is good in the Reception class and in Years 3 and 4 because in these classes the teachers have consistently high expectations of what pupils should achieve and they meet differing needs well. In the Reception class, members of staff successfully encourage the development of pupils' social skills and use a good range of interesting methods to improve reading. In Years 3 and 4, the teacher expects pupils to think for themselves, for example when assessing each other's work in a literacy lesson. This helps to make learning purposeful.

In Years 1 and 2, although support from the school has resulted in some recent improvements, too much of the teaching does not challenge the pupils. This is reflected

in pupils' work, which shows that the work is too easy for some and too hard for others. Although pupils' progress is frequently assessed, not enough use is made of this information to ensure that they are all learning quickly enough.

Throughout the school, teachers manage pupils' behaviour well and make good use of interactive whiteboards to make learning interesting. Teaching assistants make a good contribution to learning, especially when working with pupils with learning difficulties or disabilities.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum, including provision for activities outside lessons, is satisfactory. In the Reception class, pupils have a wide range of experiences that help them make a good start to their learning. In Years 1 to 6, there is a satisfactory focus on developing basic skills in literacy, numeracy and information and communication technology (ICT), although the school has rightly identified that pupils could be given more opportunities to use these skills in different subject areas. In lessons and through other activities, pupils learn about their own culture but not enough is done within the curriculum to develop their awareness of other cultures.

The school makes satisfactory use of the local area to enrich learning and to help pupils to contribute to the community. Pupils especially enjoy the annual residential trip to Norfolk, which has a good effect on pupils' academic and personal development in Years 5 and 6.

## **Care, guidance and support**

### **Grade: 3**

The school provides a satisfactory level of care, guidance and support for all its pupils. Arrangements for safeguarding pupils' well-being are satisfactory, but there are some minor health and safety issues that require attention. All members of staff have received training in child protection procedures, and any pupils who are at risk are identified and supported. Pupils say that they feel safe and they are confident that they can turn to someone if they have a problem or feel unhappy.

Academic support is satisfactory. There are satisfactory procedures for assessing pupils' progress but insufficient use is made of this information to guide planning and to ensure that all pupils are challenged fully. The support for pupils with learning difficulties or disabilities is well organised, although most of the specialist support is focused on pupils in Years 3 to 6. The school has rightly identified the need to ensure that this support is also used to help those younger pupils who are not learning quickly enough.

## Leadership and management

### Grade: 3

Leadership and management is satisfactory overall. Senior managers and governors understand that more needs to be done to improve pupils' progress and there is a strong commitment to ensuring that this happens. They have taken effective action in some instances, such as the school's provision in ICT where there have already been good improvements. However, senior managers do not have an accurate view of the school's overall effectiveness. This is because monitoring procedures lack rigour and, until recently, has not got to the heart of the problems in Years 1 and 2. Although there has been some monitoring of teaching and learning, it has not been fully effective in addressing weaknesses. The school collects data on pupils' attainment from year to year, but it is not yet used well enough to monitor the progress of different groups or to identify key priorities for improvement. As a result, leaders do not always respond to weaknesses quickly enough.

The headteacher is a good role model in the support he gives to members of staff and pupils. Consequently, there is a happy working atmosphere in school, with a strong sense of teamwork. Most parents are very positive about the school and they contribute well to their children's learning. There are sound procedures for involving parents in school self-evaluation, but pupils have too few opportunities to make their views known.

The headteacher and governors have identified suitable strategies for addressing weaknesses in teaching and although the impact on progress is not yet evident, they are steadily moving the school in the right direction. The school has made satisfactory progress since the last inspection and has the capacity to improve further.





## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school

- You make good progress when you start school in the Reception class, and also learn well in Years 3 to 6.
- We are very pleased that you behave well and work hard in lessons.
- The school helps you to understand how important it is to stay safe and healthy.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now

- We have asked the teachers to help you to learn more quickly in Years 1 and 2 by making sure that work is not too hard or too easy for you.
- We feel that that the school should give you more chances to take responsibility and to learn about different cultures and traditions.
- We think the headteacher and governors need to do more to find out how well the school is doing so that they can improve it further.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future.