



Tunstead Primary School

Inspection Report

Unique Reference Number 120863
LEA NORFOLK LEA
Inspection number 280906
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Mr. George Falconer LI

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

Type of school	Primary	School address	Market Street
School category	Community		NR12 8AH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01603 737395
Number on roll	86	Fax number	01603 738317
Appropriate authority	The governing body	Chair of governors	Mr. Mike Pewton
Date of previous inspection	27 November 2000	Headteacher	Mr. John Weston

Age group 4 to 11	Inspection dates 13 March 2006 - 14 March 2006	Inspection number 280906
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Tunstead primary school is smaller than average with 86 pupils on roll. It serves the village and the surrounding area where the majority of pupils come from. Most pupils are of White British background and there is a very low proportion eligible for free school meals. The percentage of pupils identified as having learning difficulties and disabilities is above the national average but the percentage of pupils with statements is broadly average. Attainment on entry reflects the full range of ability and is broadly average.

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 self-evaluation indicates that its overall provision is satisfactory with a good capacity to improve. The inspection agrees with this judgement. The school has made big and effective improvements since the last inspection. The governing body and the new, evolving leadership and management team provide satisfactory support. The school is aware that both governor roles and staff leadership roles need to develop further and this is already accounted for within the school development plan. The school is warm and welcoming and all pupils are well cared for. Guidance and support are satisfactory and personal development and well being are good overall. Provision in the Foundation Stage is satisfactory and children now have access to a very good outdoor learning and play area. Pupils in Key Stage 1 and Key Stage 2 make satisfactory progress, though progress in science is good. Pupils reach satisfactory levels of attainment by the time they leave Year 6. The quality of teaching and learning is satisfactory overall with some good and some very good features observed during the inspection. Pupils enjoy lessons, especially where they are practical and provide challenge. The curriculum is satisfactory and has some good features including the emphasis put on practical work in some subjects including environmental education. Curriculum enrichment is excellent. Pupils' spiritual, moral and social development are good and cultural development is satisfactory. Behaviour is generally good. Where behaviour and attitudes are good, the impact on achievement is positive. Attendance figures are good and above the national average, reflecting the enthusiasm of the pupils to come to school. Parents feel that their views are considered and acted upon by the school which has good links with other schools and external agencies. Links with the community are developing well. Parents and pupils consider the school to be good and very supportive. The school provides satisfactory value for money. The school council offered their view that the school really does live up to its logo of the caring, sharing school.

What the school should do to improve further

- Make sure that attainment for all pupils is raised in English by concentrating on enhancing the breadth and quality of writing throughout the school.
- Ensure that teaching and learning and curriculum provision in mathematics meet the needs of high attainers by introducing more independent learning, investigational work and problem solving.
- Make sure that the new leadership and management structure, including staff and governors, is quickly established with clearly defined and clearly accountable roles in order to increase efficiency and effectiveness in raising attainment across all core subjects.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. Reception children make satisfactory progress and reach satisfactory levels of attainment by the time they enter

Year 1. Progress continues to be satisfactory overall in both Key Stage 1 and Key Stage 2 although progress in science is good in both key stages. In 2005, levels of attainment in core subjects were average by the end of Key Stage 1. At the end of Key Stage 2 in 2005, attainment in mathematics was similar to the national average at Level 4 and broadly average at level 5. There is a need for more independent learning, investigation and problem solving in mathematics to challenge the higher attainers. Attainment in science at the end of Key Stage 2 was above average at Level 4 and well above average at Level 5 with outstanding results. In English, however, the percentage of pupils attaining at level 4 and level 5 was below the national average. There is a need to focus on raising standards overall in English, particularly in writing. Targets in 2005 were successfully met. Pupils with learning difficulties and disabilities make good progress in relation to their starting points. Boys and girls make similar progress by the end of Key Stage 1.

Personal development and well-being

Grade: 2

Provision for personal development and well being is good. The school provides a caring environment in which pupils are nurtured. Pupils develop their basic skills in a number of ways. There is an effective school council and pupils are actively involved in charity events. There are good connections with the wider community through activities such as the large and successful drama productions put on by the pupils and staff. The pupils are well prepared for the next stage of education and for life outside of school. Spiritual, moral and social development are good and cultural development is satisfactory. The school is aware of the need to develop more multi cultural aspects within the curriculum. The school positively encourages good behaviour and good attitudes to learning. Pupils enjoy their education, particularly where it is practical in nature and provides challenge. The school puts a big emphasis on the well-being of pupils and provides a safe environment in which learners feel secure and well supported. Approaches to a healthy lifestyle are positively encouraged by the school and the pupils are very aware of the benefits of being healthy and taking exercise. Attendance is good.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some good elements that have led to outstanding results in science in Key Stage 2 tests. Where teaching is satisfactory, pupils work well and often pay close attention to the teacher. The pace of work is satisfactory and pupils show appropriate gains in their learning. Where the quality of teaching is good, there is a firm understanding of the work to be covered. Pupils are reminded of targets and the pace of learning is brisk. Communication between teacher and pupil is clear and pupils show a pride in their work. Where pupils are given greater independence and more opportunity for decision making and problem solving, progress

is brisk and attainment is good. Robust assessment procedures are carried out in planning for learning and in monitoring learners' progress. Plans are monitored and pupils' work is regularly checked across the school. Most pupils are aware of their targets. Moderation meetings are used well to confirm assessment levels. Marking is generally of good quality and pupils are pleased with the way they are guided in homework. Teaching assistants enhance the quality of learning for pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good elements. It is broad and balanced and at times practical. Pupils are sometimes given opportunities to develop a range of skills and to combine ideas from different curriculum areas. As an example, the confident use of data logging equipment in information and communication technology, combined with practical science investigations enhances the quality of learning and the levels of attainment. In mathematics, using the internet and on-line shopping simulations bring reality and purpose to pupils' learning. The curriculum is enriched by drama and by educational visits which contribute a great deal to learning as well as to pupils' enjoyment. Drama plays a big part in the life of the school with large and successful productions being put on for the public. Pupils with learning difficulties and disabilities have clearly defined education plans. High attainers in mathematics need to be encouraged to be more independent and to have more opportunities for investigational work and problem solving in mathematics. The English curriculum needs to concentrate on enhancing the breadth and quality of writing. A variety of after-school activities is offered including sport and music. The take-up is good. The developing environmental garden and its related activities are also contributing well to the valuable learning experiences for pupils.

Care, guidance and support

Grade: 3

The care of pupils is good. Guidance and support are satisfactory. Pupils feel well cared for and they feel safe and secure. There is no bullying. If they have any problems of any kind, they know which adult in school to turn to. Parents like the school's positive, caring ethos which is a major contributory factor in their choice of school. They write very positively about the school. Pupils with learning difficulties and disabilities generally make good progress socially and emotionally, as well as academically. There is still a need however, to extend the provision for the higher attainers mathematics and to raise the levels of attainment in English. There is good support from outside agencies. Child protection systems and health and safety procedures are robust and effective but there is a need to update documentation. Both of these aspects are currently being taken forward by the headteacher and governors.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good qualities. The headteacher sets a clear direction for the school which has undergone several changes recently. As a teaching headteacher, he sets the tone and the ethos for the school and leads well, by example. The quality of self-evaluation is good and has brought about effective improvements since the last inspection. All areas for development have been significantly improved. There is a strong commitment to the well-being of pupils and staff who very much appreciate the inclusive approach taken. The headteacher is well aware of areas of strength and of those areas needing development and works closely with staff and governors. Strategic planning takes account of resources required as well as targets for completion. Information technology is extensively used in planning, evaluating and target setting. It is also used in order to analyse outcomes against targets set. Whilst being rightly proud of the achievements of the school, the headteacher realises that there are still areas to be developed further. Curriculum leaders perform their roles satisfactorily under his leadership. Governors contribute satisfactorily to leadership and management and provide satisfactory support. There is a need now to continue to develop the new leadership and management structure with more clearly defined and clearly accountable roles, including those of the governing body. The school is in a good position to improve in the future because the headteacher has more time away from the classroom to improve standards. Also the school's leadership has improved standards in science so that they are exceptionally high in Year 6. This is partly because the management and teaching of science which enables pupils to make effective progress.

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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	2	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	2	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	2	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	3	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?	3	NA
How well are learners cared for, guided and supported?	3	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	3	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	2	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

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

Thank you very much for helping me and for making a big contribution to the inspection of your school. I really enjoyed the discussions we had and you told me such a lot. Above all you said how pleased you are to be at Tunstead where you feel safe and secure and very well cared for by the headteacher and teachers, as well as by the other adults. Many of you enjoy school and work very hard - not just in lessons but also in making your school a better place for learning and to play in. You have a good variety of subjects and after-school activities that keep you occupied, fit and healthy with lots of sports. You also enjoy putting on plays for your parents and the rest of the community and you certainly get a lot out of your school visits. One of the best things to happen in your school is the creation of the new outside classroom where you and parents have already made a lot of effort to plant trees and make a garden area where you can grow your own organic vegetables. I think this is brilliant and it will certainly help you to learn a great deal and not just about food and healthy eating. Your headteacher has plans to include English and mathematics and other subjects in the work you do outside the classroom to give you opportunities to improve your writing, to solve problems and to investigate. The headteacher and staff are also planning for you to become more independent and to be able to make more decisions for yourselves. As well as being very caring, they plan to work even closer with each other so that they can give you better guidance and support in your work in all subjects. In this way you will be able to learn more and show your parents and carers just how well you can really do. You told me that you were proud of your caring, sharing school. In future, the headteacher's exciting plans for the school should make you even prouder of your achievements. Once again, thank you for all your help during my visit.