



# Tilney St Lawrence Community Primary

Inspection Report

**Unique Reference Number** 120884  
**LEA** NORFOLK LEA  
**Inspection number** 280908  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Mr. Colin Henderson LI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Community		PE34 4QZ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01945 880405
<b>Number on roll</b>	84	<b>Fax number</b>	01945 881031
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Day
<b>Date of previous inspection</b>	11 December 2000	<b>Headteacher</b>	Mrs. Carolyn Howard

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 March 2006 - 9 March 2006	<b>Inspection number</b> 280908
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school that mainly serves its local village community. It is in an area of significant rural deprivation, although the proportion of pupils known to be eligible for free school meals is broadly average. Attainment on entry is well below average. The number of pupils with additional learning needs is high. All pupils speak English as their first language. The school has high levels of pupil mobility. The school is in partnership with another local primary school, with one headteacher leading both schools.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that serves its community well and gives good value for money. It is valued highly by parents and pupils. Pupils' achievement is good. Quality and standards in the Foundation Stage are good. Children make a good start in the Reception class because of the effective teaching and the interesting learning activities. This is built on successfully throughout the school as a result of good teaching and pupils' enthusiastic attitudes. From a low starting point on entry to the school, Year 2 pupils attain standards that are below the national average. They make good progress so that by Year 6 pupils attain broadly average standards overall, although those in mathematics are below average due to weaknesses in pupils' basic number skills. The high proportion of pupils with learning difficulties benefits from good support from teachers and teaching assistants and achieve well. Those with particular gifts and talents are encouraged effectively to extend their skills through good links with other local schools. Key factors in the school's success are its caring, family atmosphere, its good partnership with parents and another local school, the strong team of staff and governors and the clear leadership of the headteacher. Pupils are valued and receive good care and support. They are happy in school, behave well and enjoy learning. Effective procedures track and evaluate pupils' achievement carefully, although guidance to help pupils to improve their work is not consistently established. The inspector agrees with the school's self-evaluation of how well it is doing, although the school is now judged to be better than satisfactory as good support has improved teaching. The school has successfully tackled the issues from its last inspection, and, in its good partnership with another local school, is well placed to improve further.

### **What the school should do to improve further**

- Raise standards in mathematics through improving pupils' basic number skills and understanding.
- Use marking and learning targets consistently to ensure that pupils know exactly what they have to do to improve their work.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall. Children in the Foundation Stage achieve well as a result of good teaching and a well-planned curriculum. Some attain expected levels in personal, social and creative development by the time they enter Year 1, although few attain the standards expected in their language and mathematical skills. Pupils in Years 1 and 2 achieve well as a good range of activities is matched closely to their learning needs. By the end of Year 2, standards are below average overall. Most Year 2 pupils attain the level expected for their age, especially in reading, although few attain above expected levels. Pupils continue to achieve well in Years 3 to 6, as a result of their enthusiastic attitudes to work and mostly good teaching. Their good achievement is shown clearly in the effective tracking procedures, especially those pupils who started in Reception. Standards at the end of Year 6, as reflected in the national tests, vary

significantly due to the small numbers of pupils involved and the very high levels of pupil mobility. Standards are broadly average overall, although have dipped recently due to the increasingly high proportion of pupils who find learning difficult. Standards in mathematics are below average as weaknesses in pupils' number skills limit their attainment. The school did not achieve its target in the 2005 Year 6 tests in English and mathematics. It is likely to attain its 2006 target, although this is below average as nearly two out of every three pupils in the current Year 6 have learning difficulties. These pupils benefit from good teaching and support. They achieve well although most will not attain the nationally expected level. Attainment in art and design is outstanding as a result of excellent teaching stimulating pupils' enthusiasm. Standards in information and communication technology (ICT) have improved to expected levels as a result of greatly improved resources and better staff subject knowledge.

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

### **Grade: 2**

Pupils' personal development and well-being are promoted successfully by a caring, family atmosphere that is reflected clearly in every aspect of school life. Relationships are good as pupils are effectively taught to value and respect each other. Their enjoyment of school is shown clearly in their positive approach to learning and their good behaviour. The very few incidents of bullying or racial harassment are effectively dealt with. Attendance is satisfactory. Older pupils take on responsibilities willingly, for example, acting as buddies to Reception children. Pupils have a good understanding of safe and healthy lifestyles and are involved in a good range of sports. The school council gives them an effective voice in helping to improve the school. The spiritual, moral, social, cultural and physical development of pupils is good. All aspects are taught effectively through a rich and varied curriculum which is enhanced effectively by well attended out-of-school activities, educational visits and specialist visitors to the school. There is good emphasis on cultural diversity through learning about different religions, music, art and links with a school in Ghana. Pupils' economic awareness is developed very effectively through links with local businesses and their involvement in the Family Work project.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Teachers use their good knowledge of their pupils to provide interesting lessons that match the different learning needs. They use a good range of different teaching methods and manage their classes well to ensure that pupils stay focused on their learning. As a result, pupils enjoy their work and are keen to learn. Many speak highly of their teachers and say that lessons are fun. Most teachers have high expectations of pupils' work, although this is not always consistent. As a result, some older pupils do not always present their work as accurately as they should and this limits standards. Teachers are supported very well by skilled

teaching assistants and provide effective guidance, especially to pupils who find learning hard. Teachers use questions well to encourage pupils to contribute their ideas, although, in some lessons, more able pupils could be stretched further by being asked more complex questions. Teachers use effective assessment procedures to check on pupils' learning and to guide their teaching. Most teachers mark pupils' work well showing clear points for improvement. Some use improvement targets successfully to raise pupils' achievement, although these are not sufficiently effective in each class to help pupils have a clear understanding of what they specifically need to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good throughout the school. It provides pupils with a good balance of basic skills teaching and opportunities for creative, practical activities that make learning enjoyable. Art has a high profile in the school which is clearly reflected in the attractive display of work. Pupils use their ICT skills effectively in a broad range of subjects, although their literacy skills are not so consistently extended. The curriculum is varied to meet the needs of pupils with learning difficulties and links with local schools provide good opportunities for gifted and talented pupils, for example in science, to extend their skills successfully. The school makes good use of visits and visitors. Pupils enjoy taking part in the many additional activities offered by the school. For example, it has worked very successfully with the extended schools' programme to provide extra activities for pupils and their parents, such as art classes.

## **Care, guidance and support**

### **Grade: 2**

Teachers and support staff know the pupils very well and provide good care and support that are valued highly by parents and pupils. There are very secure systems for ensuring pupils' safety, for example, in child protection and the vetting of adults who work in the school. Pupils say that they feel safe and happy and that the few incidents of bullying or harassment are quickly resolved. Pupils with learning difficulties receive strong support and links with appropriate external agencies are close. Induction procedures for children entering the Reception class are good and help them to settle well. Those for transferring Year 6 pupils to local high schools are good and ensure that the transition of pupils from one school to another is unthreatening. Teachers monitor pupils' academic development closely. They inform them regularly on their level of attainment, although guidance on improving standards of work is not consistently given.

## **Leadership and management**

### **Grade: 2**

The leadership and management are good. The headteacher provides effective leadership. She has a strong sense of purpose to improve the school and a clear vision to extend its services into the community. Her successful management has established

a strong team approach in which staff and parents work effectively together to improve pupils' learning. Parents value the team approach, reflected in such comments as 'run and managed by a fantastic team of teaching and non-teaching staff'. This strong team allows the school to continue to be effective when the headteacher is at its partnership school. Staff know their responsibilities well and carry them out effectively. Most subject leaders have a good understanding of their subject's strengths and areas for development and provide a clear direction for improvement. They benefit from working closely with colleagues in their partner school. A consistent whole school focus has resulted in higher standards, for example, in ICT. Governors work in a successful partnership with the head and her staff and have a good understanding of how well the school is doing and what it needs to improve. Development planning is used well to achieve those improvements. The school uses good systems to check its performance, which include tracking pupils' progress carefully, monitoring teaching and seeking the views of parents and pupils. The effective leadership, together with a strong team of staff and governors and good parental support, puts the school in a good position to improve.

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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>	<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>	2	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	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	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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 being so friendly and making me feel welcome when I visited your school recently. I enjoyed talking to you, looking at your work and watching you learn. What I liked most about your school - Your teachers and other adults care about you as individuals, make sure that you are safe and listen to your opinions about school. - You get on well together and are kind to each other. I like the way older pupils are friendly to the younger ones. - You get to school on time and behave well. This means that teachers can get on with the job of helping you learn. - All the adults put a lot of effort into helping you do well and try to make your lessons interesting. You enjoy your work and try hard to do what your teachers ask. I think you learn well. - The school works well with other schools to put on extra activities to help you have fun, like the clubs and trips out of school. I know you enjoy these very much. - Mrs Howard, the teachers and governors who run your school are doing a good job and they want to make your school even better. - Your parents think it is a good school, and I agree. What I have asked the school to do now - Help you to improve your skills and understanding in mathematics. - Help you to know and understand what you need to do to improve your work I hope that you continue to be happy at school and carry on working hard.