

Tilery Primary School

Inspection report

Unique Reference Number	111660
Local Authority	Stockton-on-Tees
Inspection number	289018
Inspection dates	27–28 March 2007
Reporting inspector	Moira Fitzpatrick

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	315
Appropriate authority	The governing body
Chair	
Headteacher	Mr John Repton
Date of previous school inspection	1 July 2001
School address	St Ann's Terrace Portrack Stockton-on-Tees TS18 2HU
Telephone number	01642 673761
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is about average in size. It is set in an area of high deprivation which has a transient population. The school population is mainly from White British heritage, with about 20% from British Asian heritage. A high proportion of pupils are asylum seekers. Pupil mobility is above average and a significant issue for the school. The proportion of pupils who speak English as an additional language is above average; many of these are at an early stage of learning English. The proportion of pupils eligible for free school meals is well above average, so too is the proportion of pupils who have learning difficulties and/or disabilities. When children start school their attainment is well below what is typical for their age, especially in personal and social development and communication skills. The school admits pupils with moderate learning difficulties who are fully integrated with the mainstream pupils.

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's effectiveness is satisfactory, with strengths in the personal development and care of pupils, and in provision in the Foundation Stage. Parents are very supportive of the school and praise staff for their commitment and care, one saying, 'There is excellent support and encouragement for both of my children.'

The school successfully manages its pupils' many different needs so that they mature well and develop a good sense of their own worth. Pupils enjoy school, feel safe and secure and are keen to take on responsibility; for example, as eco-warriors or playground buddies. Their behaviour is good and they adopt healthy lifestyles because they are prepared well to make sensible choices. The school has many vulnerable pupils. All feel secure and able to learn because of the high quality care and support they receive. Pupils are adequately prepared for the future.

Teaching and the curriculum make satisfactory provision for pupils' learning, though more careful planning is needed to meet lower attaining pupils' needs. Teachers' knowledge of National Curriculum levels and their use of information about pupils are not secure enough to ensure the good progress for all pupils. This means that work is not always matched accurately to pupils' varying needs. Nevertheless, there is some good and outstanding teaching in the school from which further improvements can be made. Pupils' achievement is satisfactory despite standards being below average because most make satisfactory progress throughout their time at school. Pupils make good progress in English by the time they leave the school, especially more able pupils. However, lower attainers do not attain as highly as they should.

Leadership and management are satisfactory, with strengths in the promotion of pupils' personal development. Good support from the local authority has led to a sharper focus on raising standards and new methods are beginning to improve the quality of provision. The school's self-evaluation does not always identify the most important priorities for improvement. The school has made satisfactory progress since the last inspection and has a sound capacity to further improve.

What the school should do to improve further

- Raise standards for the lower attainers in Key Stages 1 and 2.
- Increase teachers' knowledge of National Curriculum levels and of pupils' learning so they plan a good match of work to pupils' needs
- Improve the effectiveness of school improvement planning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards are below average at the end of Year 2 and Year 6 but these are now improving.

Children join the Nursery with attainment that is well below what is expected for their age. By the end of Reception, despite good gains in their learning they attain standards below those expected nationally for children this age. This year, improvements to teaching letter sounds have raised standards in reading and writing closer to national expected levels.

Pupils make satisfactory progress in Years 1 and 2, though standards are below the national average by the end of Year 2 in reading, writing and mathematics. This is because about a third

of pupils have learning difficulties and/or disabilities and they do not reach the expected level for their age. In last year's national assessments, standards were well below average, though higher in mathematics than in reading and writing.

Results in national tests show that by Year 6 two thirds of pupils reach the expected standard for their age in English, mathematics and science so that standards are below the national average. More able pupils do significantly better in English than in mathematics. The school's results in national tests are adversely affected by the transfer from other schools of pupils with moderate learning difficulties and asylum seeking pupils, most of whom, despite satisfactory progress, do not reach the expected level for pupils this age. This school is on course to meet its targets in national tests for Year 6 pupils. Pupils' art work is a good standard; it shows clear progression in skills and enriches the school environment.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good, reflecting the headteacher's strong commitment to this aspect of the school's work. Pupils are happy in school; they leave behind the worries and concerns of the outside world and concentrate well on their learning. They behave well and they show respect for each other and for adults. The vast majority enjoy school and this is reflected in their good attendance, though the poor attendance of a minority reduces overall figures to below average. Pupils understand the importance of a healthy lifestyle, make sensible eating choices and take plenty of exercise. Pupils know right from wrong and are very supportive of each other.

Pupils accept responsibility willingly and are happy to play a part in the running of the school through their work as buddies and on the school council. Older pupils say they could take on more responsibility and inspectors agree. They are mature, sensible and caring towards younger pupils and have much to offer if the opportunities were available. Pupils are adequately prepared for their future through their good personal qualities and their ability to get along with each other so well.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. There is some good, and occasionally outstanding, teaching. Teachers work hard to overcome the many barriers to pupils' learning. In most lessons, teachers are well prepared, enthusiastic and make the work interesting. Consequently, pupils say that they enjoy their lessons, work hard and behave well. Teachers use attractive materials to make sure pupils understand their work and can make progress. A strong team of teaching assistants make a good contribution to learning.

In some lessons, teachers spend too much time explaining. This means that time is not well used by pupils to learn independently and they lose interest. Sometimes the work is not matched precisely enough to individual needs and abilities. This too slows progress. In the best lessons, teachers are good at involving pupils in their own learning, by explaining what is to be learned and how the pupils' success will be measured. This gives pupils clear targets and motivates them to learn at a good rate. Not enough teachers are adopting the most effective strategies yet, so learning is satisfactory rather than good.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. It matches the needs and interests of most pupils and is organised so that they build on earlier learning. Planning for literacy and numeracy is satisfactory, though more precise planning is needed to meet the needs of lower attaining pupils and those who have learning difficulties and/or disabilities. Thorough planning and a strong emphasis on personal, social and health education encourage pupils to stay healthy and teaches them about personal safety. The curriculum in the Foundation Stage is good. It is well planned to provide a good balance of activities that are led by adults and selected by children.

Some aspects of the curriculum are very good, especially the enrichment activities that extend pupils' knowledge of the world and raise their ambitions for the future. For example, links with the Further Education College, visits to France and Germany, and residential visits for older pupils all add to pupils' knowledge of the possibilities for adult life. Specialist provision through links with the local theatre, and visiting experts such as sports coaches and a local chef, provide pupils with well planned opportunities to develop special interests and talents.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall; care and support for pupils are good. Child protection measures and safeguarding procedures are in place and used appropriately by adults. Parents rightly praise the school for its care of their children and are confident that any problems will be communicated quickly. As one parent wrote, 'If I have any problems the staff are always there for me and help me through them.' Pupils are confident that teachers will support them if they have worries or concerns.

Guidance for pupils on how to improve their learning is satisfactory. In some classes, marking gives advice on how to improve so pupils have a clear understanding of where they are aiming; this improves their rate of progress. This practice is not yet consistent enough across the school. Teachers' assessment of standards in some classes is not as accurate as it needs to be, because their knowledge of National Curriculum levels is not secure. This prevents them from planning a good match of work to pupils' needs. The day-to-day support for pupils who have learning difficulties and/or disabilities is good, though the curriculum is not well enough adapted for them to make good progress overall.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides very good leadership for the personal development and care of pupils and he is well supported in this by the senior leadership team and all staff who work in the school. The school has improved its focus on raising standards in the last two years as a result of intensive support from the local authority. A number of initiatives have been introduced that are beginning to have an impact on the quality of teaching and learning, though they have not yet had time to show a significant improvement in standards. Teachers and support staff have worked very hard to introduce more effective methods. The school's self-evaluation, which is satisfactory, is extensive, though

not focused sharply on the most significant weaknesses. The result is that the information is not being used effectively enough to raise standards at a good rate.

Governors are supportive of the school. However, they do not have enough first hand knowledge of the school but this is set to change with a new committee dedicated to monitoring and evaluating progress on the school's priorities.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 March 2007

Dear Pupils

Inspection of Tilery Primary School, Stockton-on-Tees, TS18 2HU

Thank you for the friendly welcome you gave us when we visited your school recently. You were very helpful and gave us some useful information about how your school works.

Your school is a happy one. It gives you many opportunities to develop good personal qualities that you will take with you through life. We were very pleased to see how well you behave and how thoughtful you are towards each other. These things make everyone feel safe and secure in school so you can learn well in lessons. Well done! Another pleasing thing is how much you all want to help the school to run smoothly and help it to get better. The eco-warriors do a great job for the environment and in raising funds for a few extras for the playground. Playground buddies - you are valued by younger pupils who feel it is good to have someone to turn to if they feel a bit lonely. The school council is helping you all to see that everyone can make a difference by making suggestions and taking time to raise funds to make improvements.

Your parents say that you are well cared for and looked after in school. You also told us this and we agree. Your teachers work very hard to get to know you and look out for signs that you are feeling unhappy or worried. Your teaching assistants also look after you well in lessons and do a good job in helping you to do your work.

Most of you are making enough progress in your learning so you are ready for the challenges of secondary school. We think that a few of you could be helped more with your reading, writing and mathematics so that you are able to work more independently before you leave Tilery School. We have also suggested to the headteacher and teachers that knowing how well you are learning will help teachers give you the right kind of challenge in your work. You can help by continuing to work hard and enjoy all the things you do.

Two last things. Congratulations on your good art work! It was a pleasure to see the lovely displays of your paintings and pottery around the school. Your teachers and parents must feel very proud of you and you should too. Your singing is another of your talents. It was a treat to join in with your practice and see how much you enjoy singing and to think how hard you have worked to reach such a good standard. Keep it up! It gives a lot of pleasure. We are sure your Easter service was a great success.

We wish you all the very best for the future, and thank you again for your help.

Yours sincerely,

Mrs Moira Fitzpatrick, Mrs Lesley Richardson, Mr Keith Oglesby

Inspectors