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Mr Trevor Wright
The Headteacher
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Dear Mr Wright

OFSTED MONITORING OF GRADE 3 SCHOOLS

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 25 April 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. I should also like to thank the chair of governors and the pupils representing the school council.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 8 February 2006, the school was asked to: 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; give pupils more opportunities to take responsibility and to learn about cultures other than their own.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

Although pupils' progress continues to be good in the Foundation Stage, the school has rightly identified the need to improve pupils' knowledge and understanding of the world and their physical development. Pupils' progress in these two areas of learning is satisfactory. The 2006 national test results at the end of Year 2 have risen since the last inspection in reading and writing and significantly so in mathematics. Pupils attain above average standards in these core subjects. However, the proportion of pupils attaining the higher Level 3 in writing is below the national figure. National test results for the small group of pupils in Year 6 were broadly average for pupils attaining the expected Level 4 in English, mathematics and

science. The proportion attaining the higher Level 5 was above average in mathematics and science and average in English. Overall, pupils made satisfactory progress.

The school's monitoring indicates that the quality of teaching and pupils' progress in Years 1 and 2 has improved since the last inspection. More widely across the school teachers' planning identifies different tasks and outcomes for groups of pupils, including the more able. This is leading to these pupils making better progress since the last inspection. Lessons observed during the visit were at least satisfactory with some good elements. Action is being taken to strengthen target setting and assessment. The school is moving towards using a more accessible tracking system which will be updated on a termly basis. However, the use of assessment information is not yet robust enough to identify and remedy underachievement consistently across all ability groups, nor is it linked firmly to setting individual targets and monitoring their use in lessons. Teachers' marking of work is variable. In the best examples it identifies how pupils can improve their work and pupils respond positively. This practice should be replicated more widely, as should teachers' routine use of individual targets to support pupils' learning.

Pupils have responded well to the setting up of the school council. This is enabling pupils to show responsibility and to express their views. Members of the council are keen participants and have good ideas about making it more effective. Pupils' knowledge and understanding about cultural diversity have been strengthened through a range of activities and events, supported by subjects such as art and religious education.

Procedures for checking the school's work are improving. The headteacher is realistic about the school's strengths and areas for improvement. These are routinely discussed with governors, who are actively engaged in reviewing the school's provision and outcomes. Staff are responding positively to the need to strengthen the use of assessment information so that pupils' progress improves more rapidly from their starting points. The headteacher has managed staff changes well since the last inspection. However, the monitoring of teaching and pupils' progress needs to be more robust so that the impact of actions and initiatives, such as assessment for learning, is evaluated rigorously and further developments are then suitably implemented. The school has the capacity and the commitment to make further improvement.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector