

Teversham CofE VA Primary School

Inspection report

Unique Reference Number	110834
Local Authority	Cambridgeshire
Inspection number	310433
Inspection dates	30 April –1 May 2008
Reporting inspector	Ruth Frith

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	157
Appropriate authority	The governing body
Chair	Mr Bernard Miller
Headteacher	Mr Michael Read
Date of previous school inspection	1 December 2003
School address	Church Road Teversham Cambridge CB1 9AZ
Telephone number	01223 293357
Fax number	01223 294722

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average size primary school which serves families in the village of Teversham and others living on the eastern side of Cambridge. These families come from a range of socio-economic backgrounds and the percentage receiving free school meals is broadly average. Children enter the school with attainment that is below that expected for their age. The percentage of children with learning difficulties or disabilities is slightly below average but the proportion with a statement for their special educational need is above average. Nearly a third of pupils come from a range of minority ethnic groups and a few speak English as an additional language.

The school has gained the Basic Skills Quality Mark, the NAACE Quality Standard for Information Communication Technology (ICT) and the Becta ICT Mark in recognition of its work. It is an Eco Green Flag School.

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 where pupils thoroughly enjoy their learning. The warm, happy atmosphere and excellent relationships, together with good teaching, help pupils to achieve well so that by the time they leave school, standards are significantly above average overall and high in mathematics. Parents are generally very positive about Teversham, and what it offers, as indicated in the following comment, 'The teaching staff really go the extra mile and the leadership is calm and purposeful.'

Teaching is good because lessons are interesting and the pace of learning and challenge reflect the range of age and ability in each class. Consequently, pupils confidently feel able to 'have a go' at unfamiliar tasks. After a good start in Reception, the pace of learning slows a little in Key Stage 1 and then regains momentum so that overall pupils achieve well. Those who find learning difficult receive good support and more capable pupils are challenged well, particularly in mathematics. Pupils' very good social skills and their progress in literacy, numeracy and information and communication technology (ICT) help prepare them well for the next stage of their education and beyond. The curriculum is stimulating. Improved provision for ICT, and increasing links between subjects, have a significant impact on motivating pupils and developing their attitudes and learning.

Care, guidance and support are good and support pupils' good personal development and well-being very effectively. Pupils' spiritual, moral, social and cultural development is excellent. Pupils respond very well to the high expectations of staff, are taught to respect and care for others and behave well. This helps to promote a strong sense of community. Pupils' excellent understanding of how to live healthy lives is influencing what they do. They are enthusiastic participants in physical education lessons and there is a good uptake of after school clubs, which encourage exercise and fitness. Pastoral care is excellent and academic support good. Pupils feel well looked after and know how to improve their work by responding well to teachers' marking, their targets and guidance in lessons.

Effective leadership, management and governance result in the school providing good value for money. Clear self-evaluation procedures are in place to check how well the school is doing and identify what it could do better. These have been instrumental in the good improvement made since the last inspection. The school's evaluations match well with inspection findings. Staff and governors are aware of the need to extend the ways they monitor teaching and learning, particularly through evaluating the information gained from checking pupils' progress, so that they can more quickly intervene to ensure that pupils always achieve as well as they can. Good improvements since the last inspection, together with good leadership from the headteacher, the commitment of staff and governors, and support from parents indicate that the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children's learning and development are good so that by the time they enter Year 1 nearly all are working at levels expected for their age. Recent improvements to the way children are taught letters and the sounds that they make are helping to improve progress and raise standards in reading and writing. The class teacher has identified the importance of improving children's calculation skills and this is work in progress. She has an excellent understanding of how young

children learn and uses this well to provide a good range of activities that engage children's interest and develop their enjoyment in learning. A good balance is evident between activities that encourage children to make purposeful choices about their learning, developing independence, and others that are more closely directed by adults. Good, regular assessments help to build up a comprehensive profile of what children have learnt. Leadership and management are good and expressed through high expectations of what children achieve.

What the school should do to improve further

- Build on the good start made in Reception so that the quality of teaching and learning is consistently good throughout Key Stage 1.
- Extend monitoring and evaluation, including the rigorous analysis of data.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well. The rate of progress is usually good but slows to satisfactory when they enter Year 1. Standards in the 2007 national assessments for Year 2 pupils showed significant improvement on the previous two years, particularly in writing and were slightly above average overall. Currently, Year 2 pupils are working at broadly average levels. Standards in 2007 for Year 6 pupils continued a trend of improvement with national test results overall significantly above average. Pupils made exceptional progress in mathematics and achieved particularly high standards with nearly two-thirds gaining the higher Level 5. Currently, Year 6 pupils are working at levels above those expected for their age in English, mathematics and science, with again particularly high standards in mathematics. Last year, the school broadly met its challenging targets for English and mathematics. Pupils from minority ethnic groups and those that speak English as an additional language achieve well and typically reach standards above similar pupils nationally.

Personal development and well-being

Grade: 2

The school's Christian ethos is evident throughout and clearly supports pupils' excellent spiritual, moral, social and cultural development. Pupils are well involved in the local community and attend the local church to celebrate religious festivals. Pupils have good knowledge and a sensitive appreciation of pupils with different beliefs and ways of living and this helps to create a harmonious community. Consequently, relationships are an outstanding feature. Pupils behave well and listen attentively to staff and each other. This supports effective learning and contributes to an extremely happy and caring school. They have a good understanding of personal safety; 'I know who to talk to problems are sorted out.' An outstanding feature is how pupils adopt healthy lifestyles. For example, The Fussy Eaters Group provides exemplar materials and guidance on how to support pupils to make informed decisions about eating sensibly and staying healthy. Eco-monitors effectively support gardening projects and monitor the school's gas, water and electricity usage, developing ways to reduce consumption. The school council represents the views of pupils well so that all are involved in school improvement. Attendance is satisfactory and improving, although several families continue to take holidays in term time.

Quality of provision

Teaching and learning

Grade: 2

Planning is good so that learning builds systematically over time and ensures pupils usually progress well. The pace of learning slows a little at the beginning of Key Stage 1. Generally, teachers have a clear understanding of what they want pupils to learn, and share this with them. This helps to raise pupils' confidence so they are keen to attempt tasks and feel able to succeed. Typically, the work is matched to pupils' abilities well and they are keen to rise to the challenge. By developing pupils' confidence and focusing on specific areas for improvement, teaching assistants contribute very positively to the learning of those who need additional support in English and mathematics. Teachers use questioning well to develop pupils' thinking and assess their understanding. The way teachers mark pupils' work and assess their learning has improved and in the excellent lessons seen, staff make frequent references to targets and the lesson objectives. This helps to focus pupils' work well and encourages good progress.

Curriculum and other activities

Grade: 2

Throughout the school, pupils are provided with a rich and varied range of activities that support their considerable enthusiasm for learning. These include visits, visitors and a good range of popular clubs. In addition, all pupils have the opportunity to learn the recorder. Improvements to ICT have resulted in a wider use of resources and higher standards. Pupils say the use of interactive whiteboards makes learning more interesting. The programme for personal, social and health education is very effective in teaching pupils how to lead safe and healthy lives and appreciate the effect of their behaviour on others. Staff are now working hard to improve the curriculum by developing stronger links between subjects and encouraging more writing. The extensive play area provides good opportunities for pupils to enjoy their play and supports outside learning.

Care, guidance and support

Grade: 2

Pastoral care is excellent and academic guidance and support good. Staff know and respond to pupils' social and emotional needs in an extremely sensitive and caring manner. Good links forged with outside agencies and local pre-school groups, and the school's own good systems, mean that support is swiftly on hand for any pupils who need additional help. The school liaison officer supports good links between school and home. Pupils' achievements are recognised and celebrated well. Good systems are in place for child protection, safeguarding pupils and risk assessment. In this caring and nurturing environment, pupils are helped effectively to reach challenging targets. As one pupil indicated, 'Targets are important and help me set my goals for the future.' The school tracks pupils' progress well at Key Stage 2 and satisfactorily at Key Stage 1.

Leadership and management

Grade: 2

The headteacher provides a considerate and thoughtful lead to colleagues who work as a strong team to support his vision and the school's values. He has been particularly effective in creating a caring, encouraging ethos and developing pupils' excellent pastoral care. Staff successfully take on a variety of responsibilities that ensure continual development, for example, through their subject leadership and management. This has helped to raise pupils' standards and achievement. Staff have worked well with the local authority and effectively taken on board successful strategies to raise standards. This is seen clearly in the improving results. Governors have a good understanding of the school's strengths but acknowledge the need to improve their monitoring and evaluation roles.

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Annex A

Inspection judgements

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

Achievement and standards

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

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

2 May 2008

Dear Children

Inspection of Teversham C of E Voluntary Aided Primary School, Teversham CB1 9AZ

You may remember that inspectors recently visited your school to talk to you about what you do and what you learn. Thank you for making us feel so welcome. We enjoyed our visit. You and your parents think that Teversham is a good school and we agree with you. If you read on you will see some of the things we found out.

- You work hard and by Year 6 reach standards above those we often see in children of that age. You do very well in mathematics.
- Reception children do well because they find the activities exciting.
- You thoroughly enjoy school because it is a happy, interesting place.
- You behave well, get on with each other and make good friends.
- You enjoy the clubs after school and going on visits to local places of interest. You also like using computers and digital cameras.
- You have a good understanding of how to stay safe. We were pleased to hear that you would go to a member of staff if you had any problems.
- We think that you have an excellent understanding of how to live healthy lives and are doing lots of things to help like trying out new foods and exercising.
- Teaching is good. Teachers and teaching assistants work well with others to ensure that you receive the support you need, particularly those of you who find learning difficult.

Mr Read, staff and governors are all helping to improve the school. They are keen to make it even better and have agreed to focus on two things. They will check more on teaching, learning and how well you are doing, so that they can find ways to make sure you always achieve as well as you can. They are also going to make the teaching and learning even better in Key Stage 1. We know you will respond well to their efforts and try hard. You can help them by telling them what makes learning easier and what you like doing.

We left your school confident that it will continue to improve and wish you all well.

Yours sincerely

Ruth Frith

Lead inspector