

# Tredington Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	115538
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	311967
<b>Inspection date</b>	1 October 2008
<b>Reporting inspector</b>	Shirley Billington

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	61
Government funded early education provision for children aged 3 to the end of the EYFS	5
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Newman
<b>Headteacher</b>	Jane Dunwell
<b>Date of previous school inspection</b>	17 January 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tredington Tewkesbury GL20 7BU
<b>Telephone number</b>	01684 293617

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<b>Age group</b>	4–11
<b>Inspection date</b>	1 October 2008
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**Fax number**

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small primary school with three classes. Children in the Early Years Foundation Stage (EYFS) are taught in a class with Year 1 and 2 pupils. The school has a high proportion of pupils with learning difficulties and/or disabilities. A small group of pupils are of Gypsy/Roma heritage. A significant number of pupils enter or leave the school during each academic year.

There is a pre-school group on site that is run separately from the school, but uses some of its facilities.

## 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. Its key strength lies in the way that each individual pupil is cared for and nurtured. Parents are particularly pleased with this aspect of the school's work. As one said, 'Children are treated on an individual basis giving each one a chance to reach his potential.'

Pupils achieve well whatever their starting points. This is because teaching and the curriculum are carefully adapted to support the full range of abilities in each class. Those pupils with learning difficulties and/or disabilities benefit from well-targeted support and a range of specific programmes that are tailored to meet their needs. Challenging activities for more able pupils enable them to make quick progress.

Children starting school in Reception often have limited skills on entry, particularly in language and literacy. They make good progress, especially in their personal and social development. Weaknesses in their literacy skills are still evident at the start of Year 1. Good progress is maintained through the rest of the school. Pupils in Years 5 and 6 often make gains at a rapid rate. As a result, those pupils who have sustained experience in the school often exceed expected standards in English, mathematics and science at the end of Year 6. Pupils' skills in writing remain a weaker area. This is a particular area of focus for improvement throughout the school. The curriculum has been adapted to allow more time for the teaching of key skills such as spelling. However, there are not enough opportunities for pupils to apply their developing skills and to write for a range of purposes in different subjects.

Individual pupils are well known and their progress is carefully tracked. Analysis of this information is becoming sharper so that the school can quickly identify how well different groups are doing. Groups of pupils are given literacy and numeracy targets that are appropriate to their different levels of ability. However, they lack understanding of precisely what they have to do to attain their targets or how well they are doing in working towards them.

Good attention to personal, social and health education and a wide range of curriculum enrichment activities support pupils' good personal development. Those in Years 5 and 6 are mature, sensible and well prepared for the move to secondary schools and for later life. These pupils make a very good contribution to the running of the school by taking on responsibilities and putting forward their ideas through the school council. Pupils' awareness of the wider world is enhanced by special events and fundraising activities. They learn about the practices and symbols of different religions, but their awareness of the variety of customs, faiths and traditions found in Britain today is less well developed.

The school is a very cohesive community. Pupils benefit from a very positive approach that encourages them to work and play together. Pupils joining the school mid-year benefit from well-structured arrangements to help them settle in, including an induction meeting with parents. A notable feature of the welcoming ethos is the way that pupils with complex difficulties are integrated successfully, have access to a full range of experiences and are readily accepted by their peers.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the Reception Year benefit from good teaching and a well-planned curriculum that ensure that their learning needs are met. They make good progress in many aspects of their learning and standards overall are broadly average at the end of the year. However, there is

variation across different areas of learning. Children make good gains in their personal and social skills. In areas that are largely practical, such as creative and physical development, they also achieve well. Their skills in aspects of literacy, particularly writing, remain weak. Teaching approaches are being adjusted to try to improve progress in this area, but it is too early to see the impact.

Provision for the Reception children is well managed to provide a suitable range of experiences within a mixed age class. Good use is made of facilities shared with the playgroup to enable the children to explore and learn through play and practical activities. Children's progress is carefully tracked. Staff make good use of photographs and notes in individual portfolios that demonstrate children's developing skills.

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

- Improve pupils' skills in writing by extending opportunities for them to write for a variety of purposes in subjects across the curriculum.
- Ensure that pupils are clear about what they need to do to improve and how well they are doing in relation to their targets.
- Improve pupils' understanding of the diversity of cultures represented in British society.

## **Achievement and standards**

### **Grade: 2**

Small numbers in each year group and the high proportion of pupils with learning difficulties result in considerable variation in results in national assessments and tests. The overall picture is of good progress as pupils move through the school. Progress tends to be slower for younger children as limitations in language and literacy skills affect their rate of learning across the curriculum. By the end of Year 2, those pupils without learning difficulties attain at least nationally expected standards. Reading and mathematics are usually stronger areas than writing. Progress accelerates in subsequent years and is often particularly rapid in Years 5 and 6. Standards at the end of Year 6 are generally above the national average, though writing remains a relatively weaker area. Most pupils who have been in the school for a significant time attain the higher levels in national tests at the end of Year 6. Those pupils with learning difficulties benefit from specific support programmes and a significant proportion attain nationally expected levels in these tests.

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

### **Grade: 2**

Pupils enjoy 'wake and shake' each day, recognising the importance of regular exercise and appreciating how these sessions help them to get ready for learning. Pupils feel safe in school and are clear that they would turn to a teacher if they had any concerns. They are aware of safe practices, understanding, for example, the importance of filters on the Internet to make sure they 'only play fun games during wet play'. Pupils' social and moral development is good. Year 5 and 6 pupils work well together and know how important it is to set a good example for younger children. Pupils really enjoy school and appreciate the range of activities that widens their horizons, including a residential visit. They explore a range of cultures and lifestyles through studying specific topics such as Aboriginal art, giving them a good awareness of the wider world. However, their knowledge of the cultural diversity of modern Britain is limited.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is well planned and purposeful. Learning objectives for each lesson are usually made clear to pupils to help them to understand the purpose of the tasks that they are given. Relationships between adults and children are good. Teachers are very aware of the range of abilities and needs in their classes. Activities usually take account of what pupils already know and can do. Good use is made of resources, including interactive whiteboards, to engage pupils' interest and to reinforce key teaching points. Teaching assistants play a valuable role in lessons, particularly in supporting pupils who need extra help. Pupils' work is marked regularly but teachers' comments, whilst positive and encouraging, rarely give guidance on what to do to improve.

### Curriculum and other activities

#### Grade: 2

Visit, visitors and special events, such as 'mad science' day, extend pupils' experiences and make a good contribution to their personal development. A wide range of extra-curricular activities is on offer and there are particularly good opportunities for pupils to participate in sports such as tag rugby and cross-country. Good use is made of expertise within the community and other local schools to enhance provision for learning. Pupils benefit from specialist teaching in areas such as art and music. All pupils have the opportunity to learn to play a musical instrument. In Years 3 to 6, French is taught by a teacher from a local secondary school. Local families contributed to a Traveller history day when pupils learned more about Gypsy/Roma traditions. The curriculum is being adapted to make better links across subjects and to build topics around pupils' experiences and interests. A variety of structured approaches is being used to improve pupils' skills in areas such as recognising letter sounds and handwriting. However, opportunities are missed to promote pupils' skills in writing for a variety of purposes. In subjects such as history, for example, an overuse of worksheets means that pupils do not make decisions about how to record their findings.

### Care, guidance and support

#### Grade: 2

A high level of attention is paid to meeting pupils' individual needs through a wide range of support programmes. The school is proactive in seeking advice and support, for example from a local special school, to support those with specific or complex needs. Attendance levels are low, largely because of the significant number of pupils that come and go each year. The school works hard, in conjunction with a range of agencies, to encourage regular attendance. A daily breakfast club is open to all pupils, encouraging them to make a good start to the day. There are very good arrangements to welcome new pupils, some of whom have experienced difficulties elsewhere. One parent, whose child had attended several schools, commented, 'staff have been very helpful and caring'. Pupils' progress is carefully tracked and the information is used to identify where extra help might be needed or where an individual has the potential to move on a bit more quickly. Targets are set for pupils and older pupils have an understanding of the next level in their learning. However, they are not always clear about what precisely to do to improve their skills in order to get to that level.

## Leadership and management

### Grade: 2

Staff work well as a team and share a clear sense of direction. Governors are well informed and involved in strategic planning for school development. A range of monitoring activities contributes to plans for improvement. The school has been successful in aspects such as strengthening the way in which pupils' progress is tracked and implementing early intervention for those who need extra support. There is good capacity to improve further. Analysis of data is used well to check on the school's performance and to target areas for improvement. Action plans to address key priorities guide the implementation of new initiatives to tackle any areas of weakness. However, the way in which the success of these is evaluated is too vague to enable staff to identify to what extent the action taken has impacted on pupils' achievement. The school is very attuned to the needs of its community and the headteacher is instrumental in creating a positive ethos so that all are welcomed.



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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Tredington Primary School, Tewkesbury GL20 7BU

You may remember that I visited recently to see how you are getting on. Thanks to all those pupils who talked to my colleague and myself about the work that they were doing. Particular thanks to the group of Year 5 and 6 pupils who met with me and gave me so much information about all the things in which they get involved. I thought you might be interested in what I am saying in my report. Yours is a good school and I can see why you enjoy being there.

You are taught well so you make good progress in your learning. Staff know each of you very well and take good care of you. Your headteacher makes sure that you get extra help if you need it. You have lots of opportunities to take part in clubs and get involved in sporting activities with other schools. I hope the cross-country went well! You know how to stay safe and keep healthy. One of you told me that 'wake and shake' helps to 'warm up your brains ready to learn'. By the time you reach Year 6, you are mature and responsible and ready for the move to secondary schools.

I have suggested three things that the school needs to do now.

- Help you to become as good at writing as you are at reading, maths and science.
- Give each of you individual targets and make sure that you know exactly what you have to do to improve.
- Help you to learn more about the customs and traditions of all the different groups of people living in Britain.

You can help by working hard towards those targets.

Best wishes

Shirley Billington Lead Inspector