

# Tealby School

## Inspection report

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<b>Unique Reference Number</b>	120480
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	313634
<b>Inspection dates</b>	20–21 January 2009
<b>Reporting inspector</b>	Georgina Beasley

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)	67
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Tompkinson
<b>Headteacher</b>	Mrs Denise Popplewell
<b>Date of previous school inspection</b>	6 June 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>	Tealby Market Rasen Lincolnshire LN8 3XU
<b>Telephone number</b>	01673838330
<b>Fax number</b>	01673838330

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small village school has three mixed age classes. All pupils are from White British backgrounds. A higher than average proportion of pupils receives additional support for learning. There are more girls than boys. There is Early Years Foundation Stage (EYFS) provision for eight children. More pupils than average join the school in year groups other than Reception. The headteacher is also headteacher at another local school for half of the week.

Children start school with average knowledge and skills, although this can vary from year to year and between areas of learning due to pupils' different needs in the small year groups.

## 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. The headteacher, teachers and governing body's good leadership and management have resulted in good improvement since the previous inspection in most aspects of the school's work. Staff and governors work effectively as a team to evaluate accurately what the school is doing well and together tackle any weaknesses. There is good capacity to improve.

Standards at the end of Year 6 are above average in English, mathematics and science. Pupils make good progress and achieve well. They develop well the skills they will need for their next stage of learning. Teaching and learning is now good and effective aspects are established in every class. The quality of provision has improved for children in the Reception year and is now satisfactory. A more relevant curriculum, and structured organisation and management of learning are helping children to build good personal and social skills that prepare them well for learning in Year 1. Achievement and progress in other areas of learning are satisfactory. Standards at the end of Year 2 are now average in reading and mathematics. Progress is satisfactory in Years 1 and 2 but the quality of teaching and learning is not yet consistently effective in all subjects. Pupils' progress in writing in Years 1 and 2 have been too slow and standards are below average. Recent improvement initiatives are starting to result in faster progress this year but there is still a legacy of weak writing in Year 3. Nevertheless, younger pupils still do not have enough opportunities to write longer stories and reports, and record their ideas and thoughts independently.

Personal development is good. Nearly all pupils behave well and consider each other's feelings and safety. The good curriculum provides rich and broad experiences in lessons and in the varied range of extra-curricular activities, visits and visitors. Consequently, pupils enjoy school. Their attendance is good. Pupils are active and learn the importance of keeping healthy. The many opportunities for pupils to take on responsibilities and in the various positive partnerships with the village community and local schools help them make a good contribution to local communities. Partnerships with parents are positive and they give good support to the school. Good support and care procedures ensure pupils' welfare and provide well for their personal development. Academic guidance has strengthened this year with the introduction of more challenging individual targets in reading, writing and mathematics. These are helping the school to track pupils' progress more carefully and teachers to plan and deliver lessons that more closely meet pupils' needs, including higher achievers. The school can now check any dips in progress as they occur rather than being surprised by any drop in standards at the end of the year.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children make satisfactory progress and most reach the expected goals by the end of the Reception year. Writing skills are lower than expected. The quality of teaching and learning and the curriculum is satisfactory. The reorganisation of classes so that the Reception children learn with only Year 1, has resulted in more focused teaching and a more relevant curriculum this year. There is a varied range of activities both indoors and out from which the children can choose when they are not working in small groups with an adult on a focused task. As a result, children's personal development is good. They take care of their personal needs independently. Most share and take care of toys and equipment, and work with their friends sensibly. This is

especially so when there are not too many activities from which to choose. Adults make detailed notes of what the children can do, and use the information to plan interesting and generally well-matched learning. Sometimes adults direct tasks too much and so pupils are not able to show their full potential and extend their learning. Leadership and management of learning are satisfactory. Much has been done to ensure the children's learning experiences are relevant and generally meet their developmental needs. Relationships with adults are positive. Very good induction arrangements help the children get to know the adults before they start school. The school is now in a strong position to consolidate and build on this work.

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

- Give pupils in Years 1, 2 and the current Year 3 more opportunities to write at length for different purposes and audiences.
- Consolidate recent improvements in the quality of teaching and learning and in the curriculum for children in the Reception year to ensure consistently good or better achievement and progress.
- Embed the use of target setting and the tracking of achievement to guide pupils' progress and check more rigorously whether this is enough.

### **Achievement and standards**

#### **Grade: 2**

Standards can vary from year to year because of the small numbers of pupils in each year group and the above average number of pupils who start at the school at times other than in Reception. The achievement and progress of pupils in Years 1 and 2 are satisfactory when compared to their attainment when they started in Reception. In 2007, standards at the end of Year 2 were average in reading, writing and mathematics. They remained average in 2008 in reading and mathematics, but fell dramatically in writing to an exceptionally low level because pupils' progress was too slow. The school has started to tackle this weakness, and pupils are making satisfactory progress in writing this year in Years 1 and 2.

In 2007, standards at the end of Year 6 were above average in English and science. They were average in mathematics because higher achievers did not make the progress they should. A new curriculum and good teaching is resulting in better learning. Standards in 2008 rose, and this year pupils are on track to reach their challenging targets. Standards are above average in English, mathematics and science. Older pupils make good progress and achieve well. Higher achievers are given sufficient challenge to extend their learning and pupils with a specific need receive the help they need to achieve well.

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

#### **Grade: 2**

Pupils' behaviour is good overall. They usually consider the needs of others and say there is little bullying and staff deal swiftly with any disagreements which arise. Pupils are confident that adults listen to their concerns and deal with them quickly. Most have good attitudes to learning but a few older boys need reminders from the teacher to concentrate on their learning including when lessons are lively and fun. Pupils' spiritual, moral, social and cultural development is nurtured well through the curriculum. They have good respect and awareness of how people from different countries live. Older pupils make a good contribution to the school community through playtime leaders, and helping younger pupils at lunchtimes. Developing links with workers in Tanzania are building pupils' more accurate knowledge of the wider world community.

An active school council involves them in school and community events, such as the village Fun Run, and enables them to raise money for the school and various charities. Pupils say that the school usually decides the activities in which the school council will be involved rather than having some decision making powers. Pupils have a good understanding of how to keep themselves fit and healthy. Active playtimes and a range of sporting activities support this aspect well. Pupils' good levels of social, literacy, numeracy and information and communication technology (ICT) skills prepare them well for success in adult life. Attendance is good and all pupils get to school on time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan lessons that generally meet the needs of all learners. Teaching assistants and the use of relevant resources and learning methods effectively support pupils who need extra help to learn. Challenge questions make higher achievers think and motivate them to try to solve problems independently before asking the teacher for help. The learning intentions are different for different ability groups and are shared at the start of lessons and reviewed at the end to help pupils know for themselves how well they are doing. The quality of teaching and learning is consistently good in Years 4, 5 and 6. It is particularly effective in science, which pupils say, 'is their favourite subject'. Practical experiments motivate pupils' interests and help them to concentrate well.

The teaching of writing varies from satisfactory to good. Older pupils regularly write at length for a range of purposes and audiences. Planning, drafting and improving their writing are part of an established practice and so pupils structure their writing independently. Pupils in younger classes have until recently completed too many worksheets, rather than enhancing their learning through independent writing. This has resulted in them not having sufficient stamina or skills to write to a good standard. Increased use of drama, role play and talking about their work this year gives pupils ideas and helps them to rehearse what they want to say before starting to write. As a result, progress and achievement are improving this year.

### **Curriculum and other activities**

#### **Grade: 2**

The school has planned its curriculum themes to ensure that all pupils have equal access to activities and experiences. This is especially important for Year 4 pupils who are split between two classes. Pupils enjoy school and particularly like science and art because lessons are practical and fun. Improvements to the mathematics curriculum are resulting in higher achievement. Improvements to the writing curriculum are too recent to be reflected in higher achievement in younger classes. While the curriculum is good overall, literacy and mathematics lessons usually take up the whole morning, leaving less time to enjoy and study other subjects in depth. A varied range of extra-curricular activities, visitors and visits enrich the learning of pupils in every year group, and make a strong contribution to personal development and academic achievement.

## Care, guidance and support

### Grade: 2

All government requirements for ensuring pupils' care and welfare are met. All adults follow the school's rigorous procedures for ensuring pupils' safety and welfare. Teachers are starting to use assessment information more effectively in lessons to set personalised and group targets to support and guide the learning of all learners. Older pupils have personalised targets on their desk that act as constant reminders about what they need to remember to do in order to improve their work. Younger pupils have group targets to guide their learning but these are relatively new and so they cannot always remember them yet without being reminded. Pupils with a specific learning need receive good support and guidance to help them learn effectively.

## Leadership and management

### Grade: 2

The headteacher has an accurate view of the school's effectiveness. She has established a clear vision for pupils' personal and academic achievements and successfully motivates others to follow her lead. There is a whole-school drive and commitment to the school's continued improvement. All staff and governors play an active part in school self-evaluation and school development planning and implementation. The governing body is clear about its role and purpose. Individual governors have good knowledge of the school's results, and so can challenge decisions and ask critical questions about its performance. Subject leaders know the strengths and weaknesses in their subjects and are clear about how to make the necessary improvements. This is critical for them to be able to act as an effective leadership team when the headteacher is at the other school.

The school has good procedures for ensuring it meets the needs of pupils who require the most help to learn. There is a relatively new system for tracking every pupil's progress and setting individual targets for achievement in reading, writing and mathematics. This is helping the school and teachers to set targets that are more challenging this year for all year groups and assess more closely whether all pupils are making enough progress to reach them. The school gives good value for money.

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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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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	2
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	3
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**

22 January, 2009

Dear Children

Inspection of Tealby School, Tealby, LN8 3XU

Thank you for making me feel so welcome and for being so polite when I visited your school recently. You will be pleased to know that I think Tealby is a good school. Mrs Popplewell and the adults who work in your school are all doing a good job to help you learn well. You make good progress and achieve better than average. This is preparing you well for your next school and adult life.

I think you behave well. Most of you consider each other's feelings carefully when playing outside, although some of you could take more care to look after the playtime equipment. You nearly all work hard in lessons. A few of you older boys can try to concentrate a bit harder in lessons without being reminded by the teacher. I was impressed that you all knew how to keep healthy and keep yourself safe. Many of you willingly take responsibility for jobs around the school and are keen to get involved in sporting fixtures with other schools and in village events. You all said you enjoyed school. That is because your teachers try to make the curriculum fun.

I have talked to your headteacher and teachers about how you can all work together to make Tealby an even better school. Learning in the Reception class is better this year and is helping you develop good attitudes by the time you start Year 1. I have asked the school to improve this so that learning is even better. For pupils in Years 1, 2 or 3, I have asked your teachers to give you more opportunities to write your ideas and stories yourself so you can be better writers before you start Year 4. You can help by always trying to do your best writing. Your teachers are starting to check more closely whether you are all making enough progress and whether you could do even harder work. I have asked them to make sure you all know your reading, writing and mathematics targets. You can then use them in lessons to check that you are remembering to do what you should.

All of the staff and governors at your school want you to do as well as you can. They are trying hard to help the school continue to go from strength to strength. I know you will do what you can to help. I wish you every success for the future.

Yours sincerely,

Georgie Beasley

Lead inspector