

Tattershall Primary School

Inspection report

Unique Reference Number	120493
Local Authority	LINCOLNSHIRE LA
Inspection number	313637
Inspection date	17 March 2008
Reporting inspector	David Matthews

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	4-11
Gender of pupils	Mixed
Number on roll	
School	96
Appropriate authority	The governing body
Chair	Mrs Bridget Wayman
Headteacher	Mrs Rebecca Mayfield
Date of previous school inspection	27 January 2003
School address	Clinton Park Tattershall Lincolnshire LN4 4QZ
Telephone number	01526342045
Fax number	01526342045

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school. The proportion of pupils eligible for free school meals is above average. A small proportion of pupils are from minority ethnic groups. There is a small group of Eastern European pupils learning English as an additional language. Forty percent of pupils are identified as having learning difficulties and/or disabilities, which is well above the national average. The movement of pupils into and out of the school is approximately double that in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory. A period of turbulence in staffing beyond the school's control presented additional challenges to its efforts to improve teaching and provision, and a small minority of parents expressed concern about the staff changes, which have been managed satisfactorily. Leadership and management are satisfactory. Appropriate steps have been taken to promote improvement since the last inspection. The strategies to improve the provision in the Foundation Stage are having a positive impact on the quality of provision. The school's innovations, and the support and guidance from outside organisations, notably the Local Authority, are having a positive impact on the quality of teaching and the provision in the Foundation Stage. The school's capacity to improve is satisfactory.

Teaching is improving, and is satisfactory. There are a number of strengths in teaching, though it does not always consistently challenge the more able pupils to achieve as well as they might. The curriculum is satisfactory and the school provides satisfactory care, guidance and support for its pupils.

Achievement is satisfactory in reading, writing, mathematics and science. Standards are presently well below average in Year 2 and well below average in Year 6. As a result of recent improvements to provision in the Foundation Stage and to teaching across the school, most pupils, including those with learning difficulties, are currently making satisfactory progress. The school's arrangements for tracking pupils' progress clearly show how well individuals are learning. Staff analyse the progress of groups, including Eastern European pupils learning to speak English, and pupils with learning difficulties. However, this analysis is somewhat cumbersome and does not give quick and easy access to information about groups, including the more able, to pinpoint where action is needed.

Pupils' personal development is satisfactory. Attendance rates are similar to those nationally. Most parents say that their children enjoy school and behaviour is satisfactory. Pupils develop a suitable understanding of how to stay safe and healthy. Their progress in developing basic skills for their future lives is satisfactory.

Effectiveness of the Foundation Stage

Grade: 3

Most children enter Reception with skills, knowledge and understanding that are below those expected nationally. This year is an exception with the current Reception children being at levels more typical of those seen nationally. Children are making satisfactory progress because they are learning through a suitable balance of child led activities and teacher-led tasks covering all six areas of learning. Routines are well established. The adults care for children well, supporting those with special physical needs and staff fully include Eastern European children. Children are happy and grow in confidence, and show that they can independently choose their own activity when allowed to do so. Outdoor play is accessible, even in inclement weather, though activities are not as innovative as those in the classroom.

What the school should do to improve further

- Raise standards in reading, writing, mathematics and science.
- Improve the quality of teaching to challenge better the more able pupils.

- Improve the tracking of pupils' progress to better monitor groups including the more able pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

A sharp dip in English, mathematics and science standards in Key Stage 2 in 2007 to exceptionally low levels is partly due to the high level of pupil mobility in the relatively small group of pupils who were tested, and to staff issues. Of the fifteen pupils who took the 2007 Key Stage 2 assessments only one had joined the school in Reception. Gradual improvements in recent years have resulted in achievement in Key Stage 2 that, given high pupil mobility rates, has been satisfactory overall although standards have been well below average. Few pupils reach the higher than expected standard by the end of Years 2 and 6. As a result of recent improvements to teaching, the majority of all groups of pupils are making satisfactory progress. However, lessons seen and the work in pupils' books shows that teaching has not yet improved sufficiently to ensure that more able pupils always make the progress they are capable of.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Attendance is similar to that nationally and most parents say that their children enjoy school. Behaviour is satisfactory, though it remains a concern for a small minority of pupils. Pupils' growing levels of maturity vary and are satisfactory overall. Their spiritual, moral, social and cultural development is satisfactory, cultural development having improved since the last inspection. They make a good contribution to the community, including through the school council, which includes a pupil from Eastern Europe. Links with Tattershall Castle are strong. Pupils have a suitable understanding of how to stay safe and healthy. The school council has been effectively organised and now runs a healthy snack tuck shop that is beginning to reinforce the importance of healthy food. Pupils take on responsibilities for looking after one another in the playground so that most play well together. One pupil, acting as a play leader, explained that he 'keeps the playground happy.'

Quality of provision

Teaching and learning

Grade: 3

Taken overall, the quality of teaching and learning is satisfactory. Recent improvements have had too little time to show much measurable impact on pupils' achievement over time. Teachers are developing their skills in using interactive whiteboards, and the opportunities that they give for pupils to talk to partners about what they are doing are beginning to improve learning. In the best lessons, teaching is enthusiastic and pupils are positive about their learning. In some lessons the pace is not as brisk as it might be, there is sometimes an over-reliance on work sheets and too few opportunities for writing and for using information and communication technology (ICT) to extend learning. Marking sometimes points to ways that pupils can improve and they say they appreciate this help. Teaching does not always ensure that pupils' work is

carefully presented. While there is satisfactory support for pupils with learning difficulties and for Eastern European pupils learning to speak English, teaching does not always challenge the more able pupils to do as well as they possibly can.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and fulfils all statutory requirements. There is an effective focus on art and music, supported by ample hands-on opportunities for pupils to learn instruments and to be creative and original. There is a positive focus on pupils developing skills in a range of subjects that is supported well by theme weeks when the school makes good use of visitors. There is a good range of clubs and visits, including a residential visit, and an effective emphasis on sport. The provision for pupils with learning difficulties and for Eastern European pupils is satisfactory. However, the curriculum has insufficient impact on the progress of the more able pupils in English, mathematics, science and ICT. The school is at the early stages of developing links between subjects to make learning increasingly meaningful.

Care, guidance and support

Grade: 3

The quality of the care, guidance and support that the school provides for its pupils is satisfactory. Recent improvements to the academic guidance that it gives have yet to impact measurably on standards. The introduction of arrangements for teachers to tell pupils at the start of each lesson what they are expected to learn are beginning to improve their understanding of their own learning. Comments on pupils' work sometimes help them to understand what they need to do to improve, though these comments are inconsistent in quality and usefulness to pupils. Pupils' appropriate understanding of their learning targets is beginning to improve learning.

Pupils are well cared for and enjoy a safe environment. Child protection procedures and arrangements for safeguarding pupils meet current requirements. Effective systems are in place to ensure pupils' safety in school and during off-site visits. The school's successful emphasis in encouraging pupils to include others in their play is seen in Eastern European pupils being chosen as friends.

Leadership and management

Grade: 3

The school is appropriately focused on improvement. The headteacher, the deputy headteacher and other subject coordinators use suitable strategies to monitor plans and teaching and learning. Recent improvements to provision in the Foundation Stage and to teaching generally are beginning to take effect but there remains work to be done to consolidate these improvements. Recent measures have not yet offset some lack of rigour in the past in raising standards. Leaders and managers evaluations of the school's work are accurate, particularly regarding pupils' achievements. They understand that some of the more able pupils do not achieve as well as they can and that these pupils need the opportunity and support to do so. The monitoring of these pupils through the school's satisfactory tracking system does not rigorously ensure that they are progressing as well as possible. Governance is satisfactory.

Governors are supportive and know the school, though they do not always fulfil their role as a critical friend in holding the school to account.

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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?	3
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	3
The capacity to make any necessary improvements	3

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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

18 March 2008

Dear Pupils

Inspection of Tattershall Primary School, Tattershall, LN4 4QZ

Thank you for making us welcome when we visited your school to see how well you are learning. You told us a lot about your school. This helped us to decide what the best things are and what needs to be improved.

These are the best things about the school:

- we are pleased that you attend regularly
- you and your parents say that most of you enjoy school
- teaching is improving
- we are pleased that the school gives you interesting things to learn through clubs, art, music and links with Tattershall Castle.

This is how the school can improve:

- more of you could reach the higher levels in reading, writing, mathematics and science
- teaching can improve to make sure those of you who learn quickly and easily reach these higher levels
- the school can track your progress more closely to see how well different groups are doing, especially those of you who could reach the higher levels.

Everyone will be trying to make these improvements in the months ahead. You too can help by always behaving well and by trying hard with your reading, writing, mathematics and science. The inspectors agree with your headteacher that you can do it. We wish you well.

Yours sincerely

David Matthews

Lead inspector