

Tivetshall Primary School

Inspection report

Unique Reference Number	120861
Local Authority	NORFOLK LA
Inspection number	313770
Inspection date	22 April 2008
Reporting inspector	Keith Sadler

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	22
Appropriate authority	The governing body
Chair	Mr Keith Ambrose
Headteacher	Mrs Sue Cooke
Date of previous school inspection	19 January 2004
School address	School Road Tivetshall St Mary Norwich Norfolk NR15 2BP
Telephone number	01379 677350
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Tivetshall is a very small village primary school. It serves Tivetshall and has a few children from other villages. The school has a formal partnership with a neighbouring primary school, Burston Community Primary, and they share a headteacher and governing body. Staff of the schools come together for training and pupils join together for many activities. All the pupils are of White British background. The number eligible for free school meals is above average. The proportion of pupils with learning difficulties is much above the national average. Most of these pupils have either moderate learning difficulties or speech, language and communication difficulties. The school has gained the Eco School and Sports Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Tivetshall is a satisfactory school. It has emerged well from a turbulent and unsettled time since the previous inspection. Improvement has been due to the determined and good leadership of the new headteacher. The staff's morale is high, teamwork is strong and the school is improving and on an upward trend. Pupils are soundly prepared for the future in a safe, harmonious and caring atmosphere. They thoroughly enjoy school and learning and have a good sense of responsibility for both themselves and others. Behaviour is good and has a positive effect on academic and personal development. Pupils make healthy choices and know how to stay safe.

Pupils make steady progress and their achievement is satisfactory. National test results do not provide a helpful guide to standards because there are only two or three pupils in most year groups. However, at the end of Years 2 and 6, pupils attain standards that are satisfactorily in line with their individual abilities. Children make a good start in the Reception Year. Pupils' progress in both the infant and junior classes is improving, although their achievement in writing in the infant class is not as strong as in reading and mathematics. Similarly, in the junior class, achievement is speeding up. This is particularly so in mathematics due to improvements in teaching. However, in both classes, the legacy of some underachievement in the past means that pupils' lack of skills hampers progress. Staff are now more rigorous in checking pupils' progress. This has helped to make learning more challenging, which in turn, is speeding progress.

The quality of provision is satisfactory and this too is improving. There are some good features, and also some areas that need improvement. Teaching is satisfactory overall, but with examples of good teaching in both classes. Classrooms are calm and industrious and teachers and support staff have excellent relationships with the pupils. Instructions are clear and questioning is good. The good range of extra-curricular activities, such as clubs and visits out of school, and the links that pupils have with Burston pupils enrich learning well. The pupils are proud of the school's eco status and they delight in showing the new garden area that gives them the chance to grow their own vegetables.

In the past, teaching has not promoted a better than adequate rate of progress because it lacked challenge and activities were not sufficiently well pitched to meet individual pupils' needs. Another factor for this is that academic guidance has not been effective. Both these situations are being remedied at present and the guidance provided in mathematics is good, though it remains satisfactory in English and science.

Leadership and management are satisfactory and strengthening. The influence of the headteacher has been pivotal to the school's improvement. She has a clear vision for the school, is determined that achievement will be improved and she has ensured that relationships are now good. The recent developments that she has introduced demonstrate a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

There are currently two children in the Foundation Stage. They are supported well and their achievement is good in their personal and social skills. The provision has improved and the curriculum now meets requirements. Developments in the teaching of sounds and letters, for example, are helping children to make good strides this year in their communication, language and literacy skills. The teacher makes sure that there is a good balance between those activities

that are directed by herself or her practitioner colleague, and those that the children choose. However, their achievement is hampered by the lack of opportunities for learning in the outdoor area. There are good plans in place to address this weakness and develop the space into an effective addition for learning and play.

What the school should do to improve further

- Accelerate pupils' progress in all subjects.
- Consolidate the recent improvements in teaching by providing high levels of challenge in the activities for all pupils.
- Provide all pupils with clear guidance about what they need to do to improve, particularly in English and science.
- Enhance children's learning in the Foundation Stage by implementing the plans to improve outdoor learning.

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

Progress is satisfactory in both classes. Although there has been some underachievement in the past, recent initiatives to boost learning are paying dividends. Pupils' progress in mathematics has quickened to the point that their achievement in this subject is good. In English and science, achievement remains satisfactory. However, pupils' learning is improving to the point that their progress is now sufficiently strong to ensure that the legacy of underachievement is being eradicated and standards raised. Current Year 6 pupils are on course to achieve the ambitious targets set for them by the staff. Although the school is small, it has a number of pupils that find learning difficult. These pupils progress at a similar rate to others in their class.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development, is good. Parents are rightly fulsome in their praise of the school's promotion of pupils' personal development. Pupils flourish in the secure and supportive environment. This is reflected in their good levels of attendance. Pupils say that the daily 'Take Ten' whole school aerobics sessions help them to be healthy. Relationships are positive and pupils are very appreciative of the way adults respond to any concerns that they raise. Behaviour is good and pupils' attitudes to school and learning are unswervingly positive. Pupils' well-developed social and moral awareness is shown by their indignation when someone breaks a rule. School council members are keen to help monitor in this area. Pupils are proud of their contribution to the village community as well as the school. They have been influential in helping the Parish Council to plan the new village pond, and playground equipment. The pupils' good social skills and their sound literacy and numeracy abilities ensure that they are satisfactorily prepared for secondary education.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and improving, though some weaknesses remain. Lessons are now well organised and planned. There are good and supportive relationships between adults and pupils. Instructions are clear and expectations of behaviour are high. There are now examples of good teaching in both classes because planning is now better tailored to meet pupils' needs. This is helping to strengthen learning but, as yet, it is not sufficiently consistent across all subjects. Teachers are much clearer, particularly in mathematics, about pupils' next learning steps. Staff realise that they need to match this good practice in English and science. The teaching assistants make a valuable contribution to learning in both classes. They work effectively with pupils that find learning hard and with other class members. For example, they support learning well when laptops are in use. Improved teaching is developing the rate of progress towards becoming more consistently good.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. In the past, there was a weakness because activities provided were not always sufficiently challenging for individual pupils. This is being overcome but more needs to be done to ensure that work is consistently planned to meet the varying learning needs and age groups present in both classes. Pupils and teachers benefit from the partnership with Burston Community Primary School. For teachers this has enabled a sharing of curricular planning. Pupils also benefit because of the extension of the range of activities available. Also, the range of visits has extended as these have become more economical when both schools join forces. In addition, a good range of clubs has been developed. This includes some that have pupils from both schools learning together, such as in gymnastics and drama. The greatest improvement in the curriculum is in information and communication technology. The curriculum did not meet requirements previously, but it is now suitably well planned.

Care, guidance and support

Grade: 3

'The staff know and care about each child individually', sums up the many positive comments from parents. The school provides a supportive and nurturing atmosphere and pupils are well cared for. Careful attention is paid to all child protection and safeguarding arrangements and vulnerable pupils are supported particularly effectively. As one pupil said, 'We are like a big happy family'. However, academic guidance limits these areas to satisfactory because too little attention has been paid in the past to checking and tracking pupils' academic progress. Good measures have been taken to improve this, particularly in mathematics. As a result, pupils have a clear understanding of what is expected of them in this subject but it is not yet the case in English and science.

Leadership and management

Grade: 3

The school has emerged well from a difficult period. This is because the new headteacher has drawn the whole school community together and placed pupils' learning and well-being at the heart of the school. Her determination, vision and clear leadership has led to a school that is harmonious, with strong teamwork between all groups of staff and one that is improving its effectiveness. Parents are unanimous in their support. There has been a strong and correct focus on tackling underachievement. Key developments include the introduction of effective systems for checking provision and pupils' progress that has led to across-the-board improvements. The teachers have developed their leadership and management skills well since the arrival of the new headteacher. However, because there had been too little training in the past even though staff have improved their skills in their areas of responsibility their leadership and management is satisfactory. Governors play an important role. The school benefits from a joint governing body with Burston that has enabled governors from both communities to learn from each other and share skills. They are keenly aware of their responsibilities and they meet them well.

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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?	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?	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
How well 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	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	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 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	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

23 April 2008

Dear Pupils

Inspection of Tivetshall Primary School, Norwich Norfolk NR15 2BP

Thank you for welcoming me to your school when I visited you recently. I enjoyed meeting you and watching you learn and play. I was pleased to hear that you enjoy school and learning and you like the joint activities that you have with Burston. I particularly enjoyed being part of your school council meeting. I was very impressed by how even the youngest children had something helpful and positive to say about your camping!

Your school is satisfactory and getting better. You told me that you feel safe in school and I can see that this is because the staff take good care of you. The adults work hard for you and the teaching is satisfactory with some lessons being good. Your behaviour is good and you have good relationships with each other and the adults.

However, your school can improve. There are four things that I have asked Mrs Cooke, the governors and staff to do.

- To make sure that you make even better progress in both classes.
- For your teachers to make sure that they provide activities that you find challenging whilst not too hard.
- To make sure that you are clear about what you have to do to improve in English and science so that you do at least as well in these subjects as you do in mathematics.
- To make sure that the plans to extend the outdoor play and learning facilities for the youngest children are implemented quickly.

You can help by making sure that you work hard to meet your targets.

Best wishes for the future.

Keith Sadler

Lead inspector