

Tugby Church of England Primary School

Inspection report

Unique Reference Number	120168
Local Authority	Leicestershire
Inspection number	327216
Inspection date	4 March 2009
Reporting inspector	Alison Cartlidge

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	53
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
Appropriate authority	The governing body
Chair	Diana Wright
Headteacher	Trevor Wright
Date of previous school inspection	8 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Tugby Leicester LE7 9WD

Age group	4–11
Inspection date	4 March 2009
Inspection number	327216

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Age group 4–11

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this small rural primary school from the village of Tugby and the surrounding area. The proportion of pupils entitled to free school meals is below average. The school has a broadly average proportion of pupils with learning difficulties and/or disabilities. Provision for the Early Years Foundation Stage is in one Reception class, with new children starting each term. In the rest of the school pupils are taught in classes with two year groups. Almost all pupils are from White British backgrounds. There have been several changes in teachers in the last few years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Pupils enjoy attending this satisfactory school. Good pastoral care and support and a wide range of additional learning opportunities such as visits, visitors and clubs help pupils to develop good attitudes towards learning and to behave well. Children in the Early Years Foundation Stage make a sound start to their education.

Teaching between Years 1 and 6 is satisfactory, enabling most pupils to build steadily on what they have already learnt. Pupils' achievement is satisfactory and, although standards vary from year to year because of the small size of year groups, they were above average overall in English, mathematics and science in national tests at the end of Year 6 in 2008. Pupils with learning difficulties and/or disabilities make good progress because they receive good support from teachers and teaching assistants to help them reach their targets. The school sets and achieves realistic targets for most other pupils, although not all pupils learn quickly enough in writing and standards in this subject are broadly average. This is because teachers do not always expect pupils to do well enough, provide them with clear guidance on how to improve or give them sufficient opportunity to write purposefully in all subjects.

Pupils' personal development and well-being are good. They have a clear understanding of how to lead a healthy lifestyle and of how to keep safe. Pupils develop good social and moral values and are articulate and polite. They contribute well to the school and local community by carrying out helpful tasks and joining in with village events. For example, older pupils act as mentors to younger pupils at playtime, and sing in the village church. The pupils are prepared well for the next stage of education and later life; they develop good basic skills and become responsible and considerate individuals. There are good features to teaching across the school. Knowledge and skills are taught clearly through the satisfactory curriculum and teachers work hard to make learning interesting. However, in some lessons, teachers do not expect pupils to work quickly enough, check their work or to produce their best writing. When this happens, some pupils do less well than they should.

Care, guidance and support are satisfactory overall. Members of staff are caring and they provide satisfactory academic guidance. They assess pupils' work and monitor pupils' progress, although they do not always use marking well enough to make their expectations clear or to show pupils how to improve.

Leadership and management are satisfactory. Leaders are committed to raising standards and have identified key areas of strength and weakness. However, leaders have not monitored and evaluated provision and pupils' progress with enough precision to be able to plan focused improvements and ensure the provision is consistent in all subjects and classes. Although provision for children in the Reception class is satisfactory, the school does not meet statutory requirements because there is no qualified teacher in place. Provision and progress for pupils in Years 1 and 2 have improved since the time of the previous inspection, demonstrating that the school has a satisfactory capacity to improve further.

The school has a good partnership with outside agencies and parents. Most parents are pleased that their children come to this school. They make positive comments such as, 'There is a lot of good interaction between the age groups,' and, 'This is a little school with a big heart.' These comments reflect what the school is already doing well.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Attainment on entry to the Early Years Foundation Stage varies from year to year, but typically most children are working at the levels expected for this age group. Last year, however, only about half were working at these levels, and standards were broadly average by the start of Year 1. Children's physical development and personal development are particular strengths. Teaching is satisfactory with good features, enabling children to make at least the expected progress. Children make particularly good progress in personal, social and emotional development because these skills are promoted especially well. As a result, children settle into routines quickly, cooperate well and make sensible choices as they work. Adults plan interesting activities indoors and outside. For example, children enjoyed sharing stories about giants and comparing sizes. There are too few opportunities for children to develop writing skills and this area of learning is less well developed than others.

Adults promote the welfare of children well. They provide calm and sensitive support as needed. They make focused assessments of the children's learning. Leadership and management is satisfactory overall. The day-to-day running of the Early Years Foundation Stage is managed calmly by members of staff, but the school does not meet with statutory requirements because there is no qualified teacher overseeing and monitoring provision.

What the school should do to improve further

- Meet statutory requirements in the management of the Early Years Foundation Stage.
- Improve progress and standards in writing by providing pupils with greater opportunities to write purposefully across the curriculum.
- Raise teachers' expectations, especially in writing, and ensure that all pupils are challenged to work quickly and independently and to check their own work.
- Ensure that leaders are more rigorous in monitoring and evaluating provision and pupils' progress, so that they identify precisely what needs to be improved and ensure that provision is consistent.

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

Pupils' achievement is satisfactory. Children make satisfactory progress in the Early Years Foundation Stage and in the rest of the school, although progress is not even between subjects and year groups. The school has recently improved the system for tracking pupils' progress so that dips in attainment can be identified and tackled more swiftly. Standards vary from year to year but were above average by the end of Year 6 in national tests in 2008. In English, standards of writing are broadly average because not all pupils make enough progress in this subject. This is because teachers do not always expect them to do their best and do not provide enough opportunities for them to write purposefully across the curriculum. Good support for pupils with learning difficulties and/or disabilities enables them to make good progress towards their targets. Consequently, most of these pupils do well.

Personal development and well-being

Grade: 2

Pupils' thorough enjoyment of school is evident in their well above average rates of attendance. They especially enjoy practical activities such as physical education and information and communication technology. They are keen to learn and are polite and friendly. Pupils' spiritual, moral, social and cultural development is good overall. They respect adults, are tolerant of differing needs and cooperate well when working in pairs or small groups. They understand the difference between right and wrong and contribute well to the community by taking part in fund-raising events. They carry out a range of tasks around school sensibly, although they take less responsibility for improving their work or taking the initiative in lessons. Pupils have a good understanding of local culture and are improving their knowledge of cultures other than their own satisfactorily.

Pupils know how to stay safe and healthy. They play safely in the small playground and are aware of the need to take care on the roads. Pupils take frequent exercise by taking part in a wide range of competitive sports. For example, during the inspection Years 3 and 4 took part in a judo contest and Years 5 and 6 played tag rugby with other schools. Pupils enjoy the healthy school lunches. They are prepared well for the next stage of education and later life because they have good basic skills and are confident and well behaved.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with the pupils and plan well-structured lessons. They explain clearly what they would like pupils to do, although they do not always involve all pupils well enough during whole-class discussions. As a result, pupils do not always get enough opportunity to share their ideas and take the initiative in their learning. Skilful teaching assistants support pupils well when they are working with small groups, particularly those with learning difficulties and/or disabilities. Teachers work well to plan interesting activities but do not always expect enough of all pupils, especially when they are writing, and as a result pupils do not always do their best work or work quickly enough. Teachers are generous in their praise for pupils, but do not consistently give clear guidance on how they can improve their work.

Curriculum and other activities

Grade: 3

The curriculum builds steadily on what pupils have already learnt and includes all subjects, including French. The creative arts are promoted well and this is evident in the attractive artwork displayed around the school. Leaders are planning greater opportunities for pupils to use their writing in other subjects but these are still not consistently good enough across the school. There is good provision for pupils with learning difficulties and/or disabilities, enabling them to do well.

Pupils' personal development is supported well. There are many sporting activities available to help keep the pupils healthy. A wide range of additional activities, especially in sport, help pupils to enjoy school thoroughly. There are many educational visits, although the school is aware that the range of opportunities for visiting places of worship or of cultural significance is limited.

Care, guidance and support

Grade: 3

Pupils feel safe in this small, friendly school. The school has good links with parents and outside agencies to safeguard pupils' well-being and to help pupils who are finding life difficult. Pupils know that members of staff will deal with their concerns quickly. Pupils with learning difficulties and/or disabilities are given good support to ensure that they make good progress. Satisfactory assessment procedures provide teachers with information about how well pupils are doing. Pupils have clear targets to aim for, although they do not always get enough guidance on how they can improve, particularly in writing.

Leadership and management

Grade: 3

The headteacher, governors and other leaders are committed to increasing pupils' progress and have identified in broad terms what needs to be improved. The smooth running of the school has been successfully maintained during the recent staffing changes. The school's systems for self-evaluation are satisfactory and self-evaluation is realistic. However, leaders are not monitoring and evaluating what works well rigorously enough. In addition they are not always identifying weaknesses and pinpointing precisely how they should be tackled for maximum effectiveness. Leaders use the new system for tracking pupils' progress to identify groups of pupils needing additional support and to provide intervention as needed. Less able pupils and those with learning difficulties and/or disabilities benefit well from this arrangement.

The school's contribution towards community cohesion is satisfactory. There are satisfactory opportunities within the curriculum for pupils to learn about various faiths and ways of life, and leaders are working on increasing pupils' knowledge of other cultures through visits and visitors. Governance is satisfactory. Governors are supportive, although they have not ensured that statutory requirements for staffing have been met in full with regard to the Early Years Foundation Stage. They are becoming more proactive in holding the school to account for its actions.

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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 capacity to make any necessary improvements	3

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?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are 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
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

How effective are teaching and learning in meeting the full range of 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

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 eliminated	3
How well does the school contribute to community cohesion?	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

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

5 March 2009

Dear Children

Inspection of Tugby Church of England Primary School, Leicester, LE7 9WD

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education.

Here are some points about your school

- You make satisfactory progress during your time at the school.
- You behave well and enjoy the practical activities you do at school very much.
- You take responsibility well by helping each other at playtime.
- Teaching is satisfactory. Teachers work hard to make learning fun by giving you interesting things to do.
- You study a suitable range of topics, and enjoy interesting visits, visitors and clubs. We hope Years 5 and 6 enjoyed the rugby competition.
- The adults in the school care for you well.
- Your headteacher and other leaders are keen to make your school even better.

What we have asked your school to do now

- Make sure that a teacher looks after the Reception class because this is required by law.
- Provide you with greater opportunities to write purposefully in other subjects.
- Expect you to try hard, work quickly and think more for yourselves, especially in writing, and to check your own work for mistakes.
- Ensure that leaders check how well you are doing more thoroughly so that they know just what to do to make the school better in all subjects and classes.

What you can do to help your teachers

- Make sure that you always do your best writing and check that you have corrected any mistakes.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this happy school and wish you well for the future.

■ Yours faithfully

Alison Cartlidge

Lead inspector