

Tilery Primary School

Inspection report

Unique Reference Number	111660
Local Authority	Stockton-on-Tees
Inspection number	337718
Inspection dates	28–29 April 2010
Reporting inspector	Kate Pringle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Mr Chris Coombs
Headteacher	Mr John Repton
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons and 10 teachers. Meetings were held with staff, groups of pupils and governors. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. The views of those involved with the school were also considered through questionnaires received from 100 pupils, 62 parents and carers and 20 staff.

- the quality of provision in the Early Years Foundation Stage
- how well teachers use assessment to improve attainment, especially in English and at Key Stage 1
- the impact of interventions and support for vulnerable pupils and those with special educational needs and/or disabilities
- how well monitoring and evaluation are used to identify and address areas for improvement.

Information about the school

This primary school, which is larger than average, is situated in the centre of Stockton. It provides placements for 10 pupils with moderate learning difficulties from across the local authority. The Early Years Foundation Stage includes a 26-place Nursery. There is a breakfast club and an after-school club for pupils from the school. An adjoining community centre provides educational and recreational facilities for the local community.

The school has a higher than average proportion of pupils who join and leave the school at times other than the start of the year. It is the main host school for asylum seeking families in the borough. The school's population is mainly White British, with a lower than average proportion of pupils from different cultural backgrounds. The proportion of those who are in the early stages of speaking English is lower than average. The percentage of pupils known to be eligible for free school meals is well above average and that for pupils who have special educational needs and/or disabilities is higher than nationally.

The school holds awards for Healthy Schools, Activemark and Eco Schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the schools' arrangements for the safeguarding of pupils, which do not meet statutory requirements.

The school provides an acceptable standard of education for its pupils. It is a warm and friendly school. Secure relationships and effective pastoral care result in pupils' good behaviour and positive attitudes to learning. Pupils enjoy school and say that they feel very safe. An overwhelming proportion of parents and carers support the school well and note that their children are very happy. However, some concerns were raised by parents with regard to aspects of pupils' safety. Inspectors investigated these concerns. Arrangements to safeguard pupils do not meet statutory requirements and actions to address safeguarding checks are insufficiently rigorous. As a result, safeguarding and the overall effectiveness of the school are judged to be inadequate. Although this is a serious failing in safeguarding provision, the inspection team found no evidence that any harm has come to pupils as a result of this. Care, guidance and support, which in many respects are effective, are also inadequate due to weaknesses in the management of safeguarding requirements. The school provides especially well for pupils who are potentially vulnerable through effective links with families and support agencies.

Overall, many children start Nursery with skills well below those expected. Good provision enables most to progress well and achieve levels that are broadly in line with national expectations by the time they enter Year 1. Satisfactory teaching then enables pupils to make satisfactory progress across the main school, so that by the end of Key Stage 2, pupils' attainment is in line with that expected nationally. Teachers track pupils' progress through regular assessment. However, this is not always accurate and not all teachers provide activities to match the needs of all pupils. In addition, the quality of marking varies as does the appropriateness of the targets set for pupils. This means that, for some pupils, there is little challenge. This limits their progress and results in inconsistent achievement for some individuals and across classes.

School leaders are very aware of pupils' needs. There is a clear promotion of pupils' well-being and the school has been very successful in developing good links with families and the local community. Improvements in attendance, pupils' behaviour, and the use of assessment for learning, together with changes to the leadership team, are beginning to improve provision for pupils. Self-evaluation is satisfactory and there is an accurate understanding of the school's strengths and weaknesses. However, although

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leaders identify areas for development, they do not always focus their priorities sharply enough to ensure consistently improving outcomes for pupils. Overall, despite the shortcomings in safeguarding, the capacity for improvement is satisfactory.

What does the school need to do to improve further?

- Ensure that safeguarding requirements are fully met as a matter of urgency and that the governing body fulfils its statutory duties, by:
 - – ensuring that the requirements of the single central record are fully met
 - – undertaking a full review of the school's safeguarding arrangements and resolving all identified concerns.
- Improve the consistency of pupils' progress and thereby raise standards, by:
 - – improving the accuracy of assessment and target setting
 - – making sure that the work provided for pupils closely matches their abilities and needs
 - – improving the quality of marking to identify the next steps in pupils' learning.
- Sharpen processes of monitoring and evaluation to increase the pace of improvement and raise standards.

Outcomes for individuals and groups of pupils**3**

Good relationships with teachers help to ensure that pupils behave well. Pupils enjoy learning and an increasingly creative curriculum contributes to their strong motivation. Pupils engage well in activities which stimulate their imagination and curiosity. They are given time to reflect and discuss their findings thus improving their communication skills. Pupils enter Year 1 with broadly average attainment. Progress slows a little during Key Stage 1 and attainment is lower on entry to Year 3. Increased progress over Key Stage 2 enables attainment to rise. Over the last three years, a trend of improving attainment for Year 6 means that pupils leave having reached levels largely in line with national averages. The variability of improvement across the school means that overall, progress and achievement are satisfactory. Pupils with special educational needs and/or disabilities, those from minority ethnic groups and those who speak English as an additional language make mainly satisfactory progress in line with their class mates. Where progress for these groups is currently satisfactory but improving gently, it is because of successful interventions and support.

Pupils talk enthusiastically about how to keep safe, for example, when they improve their cycling skills. They understand school rules and recognise that although occasional incidents of bullying and racism take place there are clear consequences for such actions. They have a good understanding of e-safety and how to deal with cyber bullying. Pupils take advantage of a range of additional physical activities and engage in active play during break times. A majority of pupils enjoy the healthy option of a school lunch and pupils have a secure understanding of what constitutes a healthy diet and the dangers of substance abuse. Pupils readily take on extra responsibilities such as membership of the school council or as a monitor. Pupils know right from wrong and

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their social and emotional development is fostered well by a thoughtful programme of activity. They are sensitive to other people's feelings and mix well with friends from a range of ethnic backgrounds. However, pupils' understanding of the values and beliefs of different cultures is not well developed. Pupils readily raise money for charity both nationally and internationally. Links within the local area are promoted well through successful ventures such as the 'Lantern Parade' which is valued by the school and the community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Overall, the quality of teaching is satisfactory, although in lessons observed during the inspection, it ranged from inadequate to good. In the better lessons, teaching has a good pace and there are high expectations linked to activities well matched to differing abilities. Teachers use interactive white boards effectively and information and communication technology (ICT) is promoted through other subjects. Teachers consistently share learning objectives with pupils to help them understand the purpose of the lesson and what is expected of them. Where teaching is less effective, pupils

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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spend too much time listening and activities fail to challenge them. Regular assessment measures pupils' progress, but not all teachers use this information to best effect. Teachers' marking, although undertaken regularly, does not always highlight the progress pupils make against their individual targets or identify the next steps in learning. This inhibits the progress of some pupils.

The curriculum enables pupils to experience a wide range of exciting and creative activities, supported by visits and visitors. Links between subjects develop their skills well, including through enterprise. There are satisfactory opportunities to use the skills of reading, writing and ICT in other subjects. However there can sometimes be an over-dependence upon worksheets which can limit pupils' creativity. Pupils take advantage of after-school activities to extend their sporting and artistic skills. Pupils in Key Stage 2 enthusiastically participate in residential visits and speak positively about the challenges of outdoor activity. This stimulates teamwork and increases their confidence and self-esteem.

The school is very inclusive and quickly identifies when support is needed. Where interventions and support are put in place, there is clear evidence of good progress. The support for parents and carers to engage in family learning helps pupils to overcome barriers. Close links with parents, carers and other schools ensures smooth transition, both when children join the Nursery, and later when they move on to secondary education. Although many aspects of care, guidance and support are effective, the overall judgement for this area is adversely affected by the weaknesses in the school's inadequate safeguarding procedures.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Leaders speak of their drive to help pupils to become integrated members of society and work hard to make this an inclusive school. Strategies to develop a more creative curriculum are under way and there have been clear improvements in pupils' behaviour and attendance. Actions to raise attainment and to improve the accuracy of the school's self-evaluation have not been successful because priorities are not sharply focused, in particular on improving outcomes for pupils. Members of the recently restructured senior leadership team are enthusiastic about their delegated responsibilities. However, because some are new to their roles, they have not yet had time for their actions to impact upon the pace of progress and improve attainment. Systems to record

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assessments have been established and provide a lot of information. However, this is not yet analysed sufficiently well to show pupils' progress towards their targets and so has yet to impact upon raising standards.

The school tackles discrimination effectively. However, because outcomes for different groups of pupils show some variation, the equality of opportunities provided for pupils is satisfactory rather than good. The school is well thought of in the community and is committed to developing and maintaining links with local groups and schools. However, planning and evaluation do not yet identify ways to enable pupils to understand the differences in lifestyles and values, despite the rich ethnic mix of pupils in this school. Strong relationships and communication with parents, carers and other partners effectively support pupils' well-being and attitudes to learning.

The governing body provides a satisfactory level of support for the school. Together, with the headteacher and staff, governors have worked to develop and extend good partnerships to benefit pupils. However, because the governing body have failed in their duty to ensure that safeguarding procedures meet statutory requirements fully, the effectiveness of the governing body is inadequate overall.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and develop good relationships with staff and each other when they join the Early Years Foundation Stage. Their confidence increases rapidly and this is reflected in their growing independence as they happily engage in a range of well-planned activities to meet their developing needs. Children learn simple hygiene

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and safety rules which contribute well to their overall well-being. Most children progress well, from starting points below those expected for their age when they join the Nursery. By the time they leave Reception, most children achieve in line with those expected for their age. This represents good progress. The needs of those with special educational needs and/or disabilities are quickly identified and addressed.

Children enjoy coming to school. Staff provide activities which stimulate their curiosity and challenge their thinking which means that they engage well in learning. Parents and carers are very positive about the care and attention given to their children and there is good communication with the key workers. Although the leader for the setting is relatively new, a number of improvements to resources, provision and recording of achievement have already successfully raised outcomes for children. Self-evaluation identifies correctly the next steps in development of the Early Years Foundation Stage provision and so further contributes to improvement. Although many policies and procedures have been developed and are effectively implemented, statutory requirements for the Early Years Foundation Stage, which relate to safeguarding throughout the school, are not in place and this limits the judgement on leadership which would otherwise be satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

The overwhelming majority of parents and carers are highly positive about the school. A few parents and carers took the time to add comments which reflected how happy their children are at school. Some raised concerns, particularly about safety, and these were fully investigated by the inspection team which confirmed their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tilery Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	66	19	31	1	2	0	0
The school keeps my child safe	35	56	22	35	3	5	2	3
The school informs me about my child's progress	39	63	22	35	0	0	0	0
My child is making enough progress at this school	39	63	20	32	2	3	0	0
The teaching is good at this school	39	63	23	37	0	0	0	0
The school helps me to support my child's learning	33	53	27	44	1	2	0	0
The school helps my child to have a healthy lifestyle	31	50	31	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	52	28	45	1	2	0	0
The school meets my child's particular needs	30	48	30	48	2	3	0	0
The school deals effectively with unacceptable behaviour	25	40	34	55	1	2	0	0
The school takes account of my suggestions and concerns	29	47	32	52	1	2	0	0
The school is led and managed effectively	32	52	29	47	0	0	0	0
Overall, I am happy with my child's experience at this school	39	63	23	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Tilery Primary School, Stockton-on-Tees, TS18 2HU

Thank you for the warm and friendly welcome you gave to the inspectors recently. It was lovely to talk with you and read your completed questionnaires. You enjoy school and good relationships with your teachers. You say that you feel safe in school and your behaviour is good. You particularly like to take part in experiences which take you out into the wider world and have a good idea of how to keep safe and healthy through physical exercise. Those of you who attend after-school activities and residential visits have a great time and learn additional skills which increase your confidence.

The inspection found, however, that some requirements are not met by your school. So that everyone can be sure that you are safe in the future, the school has been given a 'notice to improve'. This means that other inspectors will visit your school to make sure that the requirements are met.

As well as putting this right, the inspection team has asked staff and governors to help the school make further improvements, by:

- school leaders identifying clearly the actions to take to make sure that you all achieve as well as you can
- teachers making sure that you make better progress in every class by making good use of assessment, ensuring your targets are regularly updated and that the work provided closely matches your abilities
- ensuring that marking makes clear what you all need to do to improve.

You can all help by making sure that you continue to work well and to improve your work. I wish you every success for the future.

Yours sincerely

Mrs Kate Pringle

Lead inspector

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