

# Tirlebrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	115738
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338653
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Alwyne Jolly

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Russell Caton
<b>Headteacher</b>	Peter Goodger
<b>Date of previous school inspection</b>	13 March 2007
<b>School address</b>	Brensham Road Tewkesbury GL20 8EW
<b>Telephone number</b>	01684 293549
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<b>Email address</b>	admin@tirlebrooke.gloucs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors, who visited eight lessons and saw eight teachers teach. They held meetings with groups of pupils, members of staff, governors and senior leaders. They also looked at the school development plan and documents relating to planning, monitoring ,safeguarding, communications with parents and carers, records of governors' meetings and 61 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils in their writing
- whether pupils understand how to improve their work and use any targets set for that purpose
- what the school does to improve pupils' understanding of the different cultures that make up modern Britain
- how far curriculum leaders are monitoring attainment, teaching and provision in their subjects.

## Information about the school

proportion of pupils with special educational needs and/or disabilities is average, most commonly for pupils with moderate learning difficulties. The great majority of pupils are of White British ethnicity. The school has Healthy School and Activemark status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Tirlbrook is a good school which has improved since its last inspection. It has an interesting curriculum which enhances pupils' enjoyment of school life so that their attendance is outstanding. Pupils' personal development is fostered well and this is best illustrated by their outstanding adoption of a healthy lifestyle. The school gives its pupils a clear grasp of their responsibilities so they make a good contribution to both their school and the wider community. They display positive attitudes and behave well, which contribute to the purposeful and orderly atmosphere in the school.

Good induction procedures ensure that children settle well into the Reception class. They have a secure start because of the effective teaching, good relationships and stimulating learning environment. There is a good balance between teacher led activities and independent learning so the children make good progress.

The standard of boys' literacy across the school is a weaker area and, although their reading improves due to good teaching of phonic skills, the quality of their writing does not match their standard in other areas. Pupils' attainment overall, however, is above average by the end of Year 6, reflecting good progress from their average starting points. Across the curriculum all pupils achieve well, although the quality of able boys' writing does not match their attainment in reading, mathematics and science.

The school has developed better systems to track pupils' progress and improved the use of assessment information in lessons. As a result, the quality of teaching across the school has improved and is now good. Marking and the guidance given to pupils are also much better.

The care, guidance and support given to pupils are good and are particularly effective and valued for pupils with significant specific needs. Parents and carers are very appreciative of the emphasis on the education of the whole child by the school, summed up by one parent or carer's comment that the school provides 'security, ensures good progress and lets the children have fun'.

Good leadership from the headteacher has ensured the school has tackled previous identified weaknesses, for example by improving the consistency of teaching. The governors have developed good systems to hold the school to account in a rigorous, but supportive, manner and subject leaders are more effective. The school is outward looking and informs pupils well about other countries through its international week and theme days. However, there are gaps in the range of ways it provides first-hand experience to foster understanding of different cultures closer to home.

The school's knowledge of its own strengths and weaknesses is well founded and influential in determining priorities, indicating its good capacity to sustain further

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improvement.

## What does the school need to do to improve further?

- Improve the standard of boys' writing by:
  - providing tasks that meet the specific interests of boys
  - addressing the particular needs of those who are more able.
- Improve pupils' understanding of the diversity of cultures within modern Britain by providing greater opportunities for them to engage with representatives of other cultures.

## Outcomes for individuals and groups of pupils

**2**

Most pupils make good progress because they are motivated by lively teaching that engages their interest. They have good attitudes to learning and behave well. Their transparent enjoyment of school life is reflected in an excellent level of attendance and punctuality, which helps develop key skills for their future economic well-being. They also say how completely safe they feel in school, a view correctly echoed by their parents and carers.

Attainment is above average by the end of Year 6 which reflects good progress. Achievement is good overall. The school has effectively maintained above average standards in mathematics and science and overall attainment is improving in English. The most resistant element to improvement initiatives since the last inspection has been the standard of boys' writing. This is particularly marked for able boys, who do not achieve the standard of which they are capable because the tasks set do not always interest them. Girls, in contrast, attain above average standards in writing.

The quality of learning and performance in the classrooms is good throughout the school, building on the good start children make in the Early Years Foundation Stage. The needs of those pupils who have special educational needs and/or disabilities are accurately identified and these pupils have well targeted support so that they achieve well. A full range of extra-curricular sporting activities, which has a high take up by pupils, reflects the school's Activemark status. Pupils' spiritual, moral, and social development is good but pupils have limited understanding of the diverse range of cultures that make up modern Britain.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teaching is consistently good, summed up by one pupil who said, 'The teachers help, support and make lessons fun.' It is better than at the time of the previous inspection, particularly in terms of the guidance pupils receive to improve their work. Marking is thorough and constructive and pupils understand the clear targets they are given to help them do better. This is reinforced in lessons where pupils understand what they must do to be successful. All lessons have a purposeful atmosphere and only occasionally do prolonged introductions impede the swift progress of pupils' learning. The shared planning and feedback sheet for teaching assistants ensures they are well deployed and give good support to pupils, particularly those who have special educational needs and/or disabilities.

A good curriculum covers all subjects and encourages the pupils' creative development. There is particularly good provision for music and physical education. The good links with the local high school also help pupils' progress, particularly in French and information and communication technology. Despite external support, boys' interest has not been fully engaged for writing tasks so that their progress, particularly for the able, has not matched that of other pupils.

There are well developed arrangements for the care of all pupils which ensure their good personal development and support their learning well. Pupils are particularly well prepared for transition in and out of the school and from class to class.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides strong leadership. He has responded well to the issues raised in the last inspection report to bring about improvements and gain the wholehearted backing of the staff in his desire to drive the school forward. The governors give effective support and also challenge the senior leadership in the best interests of the school. An annual 'Raising Attainment Plan' has been introduced which has been at the heart of school improvement planning and is monitored regularly by governors. Curriculum leaders are now monitoring and improving the quality of teaching and learning much more effectively. There are also effective systems to track the progress of individual pupils and identify where further support is needed. The senior management team and governors have undertaken effective and accurate self-evaluation, which has identified the school's strengths and weaknesses. They recognise that, although standards have improved in English overall, the quality of boys' writing is not as good as it should be. Safeguarding requirements were fully met at the time of the inspection due to effective, well-monitored procedures.

Parents and carers speak very enthusiastically about their links with the school and pupils assert that everyone in the school has an equal chance and that no discrimination is either evident or tolerated because of the positive school ethos. The school has carried out an effective audit and has a clear policy and plans to develop community cohesion. These plans are at an early stage and have not yet had a significant impact on pupils' perception of the richness and diversity of life in both multi-cultural Britain and the world beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

An outstanding booklet on starting school is much appreciated by parents and carers and helps children settle quickly into Reception. There has been a sustained improvement in standards over the last three years so that by the end of the year children reach a good level of development. However, there is still a relative weakness in early literacy skills and, although children's phonic development is good, progress in independent writing is limited. Girls perform better than boys overall, especially in writing.

Teaching is consistently good and the balance between activities led by adults and those which the children initiate is good. There is a particularly stimulating learning environment and children enjoy their learning. The high standard of care shown by staff is reflected by the considerate behaviour children show towards each other. They are taught well how important it is to stay safe.

Leadership and management are good and there is an effective emphasis on promoting the enjoyment of learning and providing imaginative tasks to stimulate learning. Resources and accommodation are both good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2

## Views of parents and carers

Parents and carers were extremely positive about all aspects of school life. They were particularly fulsome about how much their children enjoyed school and the outstanding promotion of a healthy lifestyle, points with which inspectors agree. Very few concerns were raised and individual comments were almost totally complimentary about the quality of education the children receive.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tirlbrook 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	77	14	23	0	0	0	0
The school keeps my child safe	41	57	17	28	0	0	0	0
The school informs me about my child's progress	34	56	25	41	2	2	0	0
My child is making enough progress at this school	35	57	24	39	2	2	0	0
The teaching is good at this school	34	56	26	43	1	1	0	0
The school helps me to support my child's learning	36	59	23	38	1	1	0	0
The school helps my child to have a healthy lifestyle	42	69	19	31	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)	34	56	25	41	1	1	0	0
The school meets my child's particular needs	34	56	24	39	1	1	0	0
The school deals effectively with unacceptable behaviour	30	49	27	44	1	1	0	0
The school takes account of my suggestions and concerns	30	49	30	49	1	1	0	0
The school is led and managed effectively	41	67	18	30	0	0	0	0
Overall, I am happy with my child's experience at this school	44	72	16	26	1	1	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



2 July 2010

Dear Pupils

Inspection of Tirlbrook Primary School, Tewkesbury GL20 BEW

Thank you very much for your warm and friendly welcome during the recent inspection of your school. It was a pleasure to meet you all. Your questionnaires and the many conversations we had with you were extremely helpful.

You told us Tirlbrook is a good school and we agree. From the moment we arrived we were impressed by your good behaviour. You are polite and courteous and work hard in lessons. You get on well with your teachers and, as a result, you are making good progress in your work. Your attendance is outstanding. The school works very hard to make sure you are safe and well cared for and that you get the help you need to do well. You also have excellent opportunities to keep fit and stay healthy.

You have hardworking teachers, caring adults and dedicated governors at your school and so we have asked them to make your learning even better by addressing two issues.

- Improve the standard of boys' writing by setting work that suits their interests, particularly for those who achieve well in other subjects.
- Help you to learn more about the different groups of people living in Britain today. You can also help by continuing to work hard and concentrate in all your lessons.

I hope you all enjoy your summer holidays.

Yours sincerely

Alwyne Jolly

Lead inspector

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