

# Tetsworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	123031
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340261
<b>Inspection date</b>	11 March 2010
<b>Reporting inspector</b>	Daniel Towl HMI

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Russell Legg
<b>Headteacher</b>	Alison Charlton(Head of TL) Alan Haigh (Executive Head)
<b>Date of previous school inspection</b>	13 January 2009
<b>School address</b>	15 High Street Tetsworth Thame OX9 7AB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The majority of time was spent observing pupils' learning. Inspectors visited 10 lessons and observed four teachers, attended assembly and held meetings with the executive headteacher, the head of teaching and learning, governors, parents, pupils and a representative of the local authority. The team also looked at pupils' work, the school's assessment information and other documentation and policies. Inspectors received 14 questionnaire responses from parents, 20 from pupils and six from staff.

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

- the extent to which the new federation is having a positive impact
- the progress and achievement of all pupils
- the extent to which the school meets individual needs
- overall improvement since the last inspection.

## Information about the school

Tetsworth is a very small primary school. Since the last inspection it has become part of a federation, which includes two other schools, John Hampden Primary School and John Hampden Nursery School in nearby Thame. There is a new overall governing body. The school has a higher than average proportion of pupils with special educational needs and/or disabilities. Most have moderate learning difficulties though a very small number have more significant needs. There is a pre-school on site but this was not included in this inspection. The school has not had its full complement of permanent staff since the beginning of the school year but new appointments are planned for September.

**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?**

**3**

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

**2**

### Main findings

Tetsworth is an improving school and has made significant positive changes since the last inspection and since becoming part of a federation with John Hampden Primary and Nursery Schools. Parents recognise the improvements that have been made and are pleased with the positive ethos in the school. They are very supportive of the school and welcome the enrichment that has been forthcoming as a result of the federation. One parent wrote, 'I was considering moving my child last year but would now recommend the school to all, without hesitation' and another said, 'The school has moved on so much over the last year. The partnership with John Hampden has been a great success.' Pupils much enjoy school and have good attitudes to each other and their learning. Behaviour is good and attendance satisfactory.

The main improvements since the last inspection are:

- the provision for children in the Early Years Foundation Stage, which is now good and sometimes outstanding
- establishing stability in the management of the school and increasing the effectiveness of the governing body
- developing a more consistent approach to the use of assessment and the marking of pupils' work which identifies what pupils need to do next to improve.

Children make good progress in Reception from their starting points. Pupils make satisfactory progress overall in Key Stages 1 and 2, with some pupils making good progress. In the national tests in recent years, pupils in Year 6 have reached broadly average levels by the time they leave, though the very small numbers in each year group mean that overall levels of attainment can vary significantly year to year.

The newly formed federation has enabled the school to draw on a wider range of expertise which has had benefits in improving provision for the younger children, established a focus on improving pupils' attitudes to learning and brought a new approach to supporting pupils with special educational needs and/or disabilities. Parents of pupils who have significant needs are pleased with the support their children receive and the way in which they are included in the school's activities. The federation has also enabled a small number of the oldest pupils to access a broader range of teaching and learning by attending the largest school in the partnership. The school is therefore able to meet the overall needs of its pupils more effectively. The quality of teaching is improving. There are some examples of good and outstanding teaching in the Early Years Foundation Stage and Key Stage 1 but overall, across the school, it is satisfactory. Assessment to measure pupils' progress and to identify next steps for pupils' learning are more systematic and rigorous than at the previous inspection but procedures are not yet fully embedded.

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Leadership and management are improving. While some good improvements have been made since the last inspection the lack of a full complement of staff has reduced the effectiveness of the leadership and management to embed ongoing monitoring of the quality of provision in all parts of the school. The management of the school is aware of this. There is a clear sense that the school is an important part of a larger learning community. Senior leaders and governors have a very accurate picture of the school's strengths and weaknesses and in a relatively short time have acted effectively to improve provision. An effective partnership has quickly developed between the executive headteacher of the federation and the head of teaching and learning at Tetsworth. It has brought additional expertise to the leadership of the school. The close partnerships with external agencies, for example the local authority and its services, mean that there is a more rigorous and accurate monitoring of the quality of provision. However, the ongoing monitoring of the quality of teaching is still at an early stage of development. The governing body has made a good start in establishing its new role in the strategic management of the federation and there is a clear ambition with all stakeholders to achieve success. In view of the successful changes already made, especially in the Early Years Foundation Stage and Key Stage 1, and the momentum, including the support of parents, to raise the quality of provision further, the school has a good capacity to improve.

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

- Accelerate the progress made by pupils in all parts of the school by:
  - ensuring that all lessons have enough activities and challenges to meet the needs of pupils and the wide range of abilities and ages in the mixed year group classes
  - increasing the opportunities to share good and outstanding practice and expertise from across the federation to improve teaching and learning
  - monitoring closely and systematically the quality of teaching and learning in order to identify clear steps for improvement to achieve consistently good teaching across the school.

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

Pupils have good attitudes to their learning and mostly engage well with their activities and tasks. They willingly answer questions and give their ideas. The youngest children showed excitement when they were involved in an activity where they simulated travelling on an aircraft. Pupils are successfully developing their skills of cooperation during practical activities, for example in science and mathematics where they undertake investigations. In lessons in Key Stage 2, pupils show that they are developing satisfactory skills in their capacity to add and subtract mentally and this is supported by pencil and paper methods in their books. Writing too develops satisfactorily in a range of subjects. In Key Stage 1, pupils are developing their language

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skills well, demonstrated in one lesson by their ability to listen to music and then discuss the story of Alice in Wonderland. Pupils with special educational needs and/or disabilities make satisfactory academic progress overall and those with the most significant needs make good progress in their attitudes and confidence, which is enabling them to take more advantage of the learning opportunities provided.

During the inspection pupils behaved well and were considerate to each other. Parents expressed no concerns about behaviour and most pupils consider it good. Pupils have a good awareness of healthy eating and the need to keep active, which they do through the regular physical education and club activities. Pupils are also energetic at break times. Pupils contribute satisfactorily to the school community through the school council, the 'buddy' system and by organising school events. They also take part in local and national events such as the eco schools project and national chess challenge as well as raising money for national and international charities. However, engagement in the wider community is more limited as is their involvement with young people from different ethnic and religious backgrounds.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

<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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Teaching is variable though it enables all pupils to make at least satisfactory progress. There are examples of good and outstanding teaching, especially where it engages and motivates the youngest children with activities that are well matched to their needs and interests. The good relationships, in all classrooms, successfully encourage pupils to behave well and they are mostly willing and confident to take part in activities. The wide age and ability range in the Key Stage 2 class poses a significant challenge for teachers in order to meet the needs of all pupils and there are missed opportunities to provide different challenges for pupils, within the same topic of study, and this means that progress is variable.

The curriculum has suitable breadth. Effective use is made of the local environment, visits to places of interest and visitors, which adequately enrich pupils' experiences. Pupils are increasingly becoming involved in the curriculum by establishing what they know and what they want to find out about before embarking on a new topic of study. Good use has been made of the extended opportunities afforded by the new federation, enabling a small number of older pupils to have lessons at both schools in order to meet their needs. It has also extended the opportunities for sporting and creative activities. For example, Tetsworth pupils now have the opportunity to continue to represent the school in sports teams. They also wrote and performed their own pantomime for the much larger John Hampden Primary School.

Pupils with special educational needs and/or disabilities are systematically supported in developing key skills using a nationally recognised reading and writing programme, though the school has yet to fully evaluate the longer-term impact of this work. Arrangements to support pupils with the most significant needs are successful. This aspect of the school's work has enabled all pupils to be included as much as possible. Some pupils, who have learning and emotional difficulties, not only have additional adult support but also are enabled, through flexible arrangements, to work on their own or within the whole class. This has had a significant, positive impact on their engagement with tasks. The school works effectively with other agencies to meet the needs of its most vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Under the motivating leadership of the federation's executive headteacher and head of teaching and learning at Tetsworth, there is now a stronger focus on pupils' needs and

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their learning. A clearer strategic direction has been established. This has been achieved by drawing on expertise within the federation, the work of the governing body and the partnership with the local authority. Monitoring of teaching and learning is developing but not yet fully embedded and thus there is a way to go to ensure consistency of good practice across the school. Flexible arrangements of pupil groups and provision of additional adult support enable the school to be very inclusive. The school's self-evaluation is realistic and accurate. The federation's development plan provides an appropriate platform for improvement. The new and enlarged governing body has risen to the new challenges. It is committed to the success of the new partnership. An early sign of this is the efficient way in which it has gone about ensuring good safeguarding arrangements, which meet all requirements, and the establishment of appropriate committees to oversee the work of all three schools. Expectations are now high but realistic. Tetsworth is a cohesive community and is developing its role within the new larger federation, which already has demonstrated benefits for pupils. The school is aware that it needs to broaden its horizons and become involved and promote cohesion with communities further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>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>3</b>

**Early Years Foundation Stage**

The quality of provision is good. Children achieve well and make good progress in all their areas of learning. Their personal and social skills are good; they cooperate well and play sensibly, developing good skills for the future. The curriculum is well planned. Children's ideas are valued and included in learning activities. The quality of teaching



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and learning is good and effective use is made of assessment to identify next steps in learning. Some outstanding teaching was observed as teachers and children explored maps using information and communication technology on the interactive whiteboard. The partnership with parents is good; they are kept well informed about their children's achievements and progress. The way in which all children of all abilities are included is excellent. The Early Years Foundation Stage is well managed. Arrangements for safeguarding children are good. There is a clear understanding of strengths and weaknesses and areas for improvement.

*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' responses were positive about the school. The proportion of questionnaires returned was higher than average. Some parents made additional comments which are summarised below. There were no negative responses to the questions.

- Their children are happy at school.
- The school has improved in the last 12 months.
- The impact of the new federation is positive.
- Their children make good academic progress.
- Support for children with significant needs is good.
- The staff are dedicated and there is a family environment.
- One expressed concern about ensuring pupils eat their full lunch.

Inspectors broadly agree with the parents' views about improvements in the last 12 months and the support for pupils with significant needs. They judged pupils' progress to be satisfactory overall. No evidence was gathered regarding lunchtime supervision.

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

Ofsted invited all the registered parents and carers of pupils registered at Tetsworth 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 14 completed questionnaires by the end of the on-site inspection. In total, there are 20 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	79	3	21	0	0	0	0
The school keeps my child safe	13	93	1	7	0	0	0	0
The school informs me about my child's progress	13	93	1	7	0	0	0	0
My child is making enough progress at this school	9	64	5	36	0	0	0	0
The teaching is good at this school	13	93	1	7	0	0	0	0
The school helps me to support my child's learning	10	71	4	29	0	0	0	0
The school helps my child to have a healthy lifestyle	11	79	3	21	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)	7	50	5	36	0	0	0	0
The school meets my child's particular needs	8	57	6	43	0	0	0	0
The school deals effectively with unacceptable behaviour	10	71	4	29	0	0	0	0
The school takes account of my suggestions and concerns	11	79	3	21	0	0	0	0
The school is led and managed effectively	14	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	11	79	3	21	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



12 March 2010

Dear Pupils

Inspection of Tetsworth Primary School, Tetsworth, OX9 7AB

Thank you very much for helping us when we visited your school. We are pleased that you enjoy school. You behave well and your attendance is satisfactory. We saw that you enjoy your lessons and mostly try hard to complete your tasks and activities. We think the partnership with John Hampden Primary and Nursery Schools has been a good thing and is helping to give you better opportunities. The school has improved since its last inspection, which was about a year ago. The teachers, parents and governors are very keen to improve your school even more.

We could see that most of you are making satisfactory progress and the youngest children are making good progress. We want all of you to make good progress so we have asked the headteacher, teachers and other adults to do the following:

- make sure that the activities you have in lessons really challenge all of you even though there are different ages in one class
- check more regularly that teaching and learning are always good
- make sure that all the good ideas for teaching from all the schools in the federation are shared among all the teachers.

We wish you well for the future.

Yours sincerely

Daniel Towl

Her Majesty's Inspector

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