

Teversham CofE VA Primary School

Inspection report

Unique Reference Number	110834
Local Authority	Cambridgeshire
Inspection number	367388
Inspection dates	30 June 2011–1 July 2011
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Tony Sharpe
Headteacher	Elizabeth Jenkin
Date of previous school inspection	30 April 2008
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Introduction

This inspection was carried out by two additional inspectors who saw six lessons taught by five teachers. Meetings were held with staff, members of the governing body and pupils, and inspectors spoke to some parents and carers. They observed the school's work and looked at documentation about pupils' progress and policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 61 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively is teaching improving attainment in mathematics?
- How well is the school reducing the apparent gap in the performance between girls and boys?
- Do leaders give enough importance to improving the quality of teaching in order to improve progress?
- Is provision in the Early Years Foundation Stage ensuring children make good enough progress?

Information about the school

Teversham Church of England Primary is smaller than the average primary school and pupils come mainly from White British heritages. Nearly all pupils speak English as their first language and none are in the early stages of learning English. There is one class with Reception-aged children and all other pupils are taught in mixed-age classes. The proportion of pupils known to be entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has Healthy School status and Activemark. The school has experienced significant disruption to staffing in recent years, although stability has improved considerably. The school runs a breakfast club each morning. A privately managed and run nursery on the same site as the school is being inspected separately.

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

3

Main findings

Teversham Church of England Primary is a satisfactory school and it is improving. Most parents and carers are pleased with the school. One wrote 'My child has been given wonderful opportunities by staff at Teversham, and a love of learning', and another that 'the staff have worked miracles with my child who has special educational needs'.

Pupils' attainment is average and rising. Pupils speak and read well and express their ideas proficiently in both speech and writing. They use a wide vocabulary, spell accurately and use complex sentences. However, occasionally, punctuation is careless and handwriting and presentation are untidy. The declining performance in mathematics has been reversed and attainment is now close to average. Pupils have secure basic numeracy skills and carry out mental calculations competently. They present numerical information in various graphical and tabular forms clearly, but do not extract information or interpret the data they have collected in ways that show they understand it fully. Over time, pupils' progress is satisfactory, but in lessons it is often good, showing that pupils are catching up on slower progress caused by past disruption to staffing. Pupils with special educational needs and/or disabilities make good progress. In the Reception Year, children make good progress from their starting points.

An increasing proportion of good teaching is leading to the improvements in progress and attainment, especially in mathematics. Lessons are often well planned and interesting and, despite the wide age range in some classes, work is often matched well to pupils' learning needs. The pace of learning is usually fast, although occasionally activities are too long and pupils' attention wanders, and on other occasions pupils do not settle to work fast enough. Marking is good, with clear information about how well pupils are doing and what they need to do to improve or move on in their learning. Pupils know what their targets are and what to do to improve, but they do not always have the time to follow the advice teachers give in their marking. The curriculum is well organised. It is enriched with a wide range of trips and visitors and links with other schools and organisations that promote pupils' enthusiasm for learning effectively.

The great majority of pupils enjoy school. Pupils' attendance is above average. Pupils behave well mostly and the behaviour of the small number of pupils with behavioural and emotional difficulties is improving fast. As a rule, pupils feel safe in school and know who to go to if they have any concerns. Pupils are considerate towards each other and ready to help other pupils. They take on responsibilities willingly and have a good understanding of the importance of a following healthy lifestyle.

The school provides good support for its pupils. It deals with incidents of pupils' unacceptable behaviour well. However, despite prompt action on parental concerns, it does not always tell parents and carers enough about what it is doing. That leads to some

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parents and carers feeling that the school does not listen to their worries, especially about unacceptable behaviour.

The effectiveness of leaders and managers is satisfactory. The headteacher provides very good direction for the school's improvement. Along with senior staff, she has identified the school's strengths and weaknesses accurately and the school has acted effectively to improve attainment in mathematics. Staff changes have interrupted leadership and slowed development to some extent. Staff new to leadership roles support the school's priorities for development fully, but are at the early stages of gaining the skills they need to drive improvements at a faster rate. Accurate self-evaluation and rising attainment demonstrate the school's capacity for sustained improvement is satisfactory. The governing body is well informed and supportive and sets the headteacher and school challenging targets.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment by making sure that pupils:
 - punctuate their written work accurately
 - produce neat, readable, tidy writing
 - extract and interpret information they record in graphical and tabular forms.
- Improve teaching by ensuring:
 - activities are timed to make sure pupils' attention to learning is sustained
 - pupils settle to individual or group work quickly
 - there are opportunities for pupils to follow guidance given to them in marking on how to improve their work.
- Improve the quality of communication with homes so that parents and carers are:
 - aware always that action is being taken to address their concerns
 - informed of the outcomes of the school's actions to deal with their complaints.

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

Children begin school with skills levels that are broadly in line with expectations, although some children have below expected skills, notably in literacy. Attainment on entry varies between year groups, because year groups are small. By Year 6, pupils speak and write confidently. They use a wide range of vocabulary, connectives, adjectives, and sentence structures to produce flowing explanations and imaginative writing. For example, in a lesson on writing correctly and imaginatively, pupils, according to their different abilities, corrected edited-and-poorly written texts about life in rain forests. They produced imaginative, well structured writing that expanded and improved the original text. The majority of pupils corrected punctuation in the texts accurately. Nevertheless, throughout the school, pupils written work is sometimes untidy, occasionally difficult to read and with some inaccurate punctuation. Evidence of improving progress in mathematics was seen in pupils' exercise books. For example, having been taught a technique, pupils reinforced their skills by explaining how they worked out problems associated with it. Then, when

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they used it in further mathematical work, they consolidated and extended their understanding. There is no difference in the progress made by pupils from different backgrounds or of different genders. The progress made by pupils with special educational needs and/or disabilities is good and is helped by sensitive, challenging support that encourages pupils to think for themselves and learn independently.

Most pupils are enthusiastic about school and enjoy lessons. While occasional unacceptable behaviour disturbs pupils, they let it interfere with their learning rarely. They contribute readily to the day to day life of the school. For example, they work with school on its anti-bullying policies, they monitor noise levels in school, raise money for charities, help in the interviewing of new staff and act as peer mentors at break and lunch times. In the local church, they organise displays and set up 'reflection corners' at Easter and Christmas. They take part in residential trips, drama and music performances and sing in the local cathedral. Pupils eat sensibly and most participate in at least one physical activity. Their spiritual, moral, social and cultural development is good.

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	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Lessons are often stimulating and absorbing, so pupils stay involved and interested. In the better lessons, the range of activities is good, and matched well to pupils' abilities so that the fast pace of progress is sustained. For example, in an effective lesson on fractions, repeated fast questioning about the different ways one half could be assembled when

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cutting up chocolate bars, pizzas and pies had a positive impact on reinforcing the language of fractions, as well as ensuring pupils knew a wide range of possible combinations of numbers to make one half. Pupils concentrate well, although there are exceptions occasionally. They occur when an activity is prolonged and pupils begin to lose interest, or, in other situations, when pupils take a little too long to settle down to learning. Overall, teachers manage pupils' behaviour well and the small number of pupils with behaviour difficulties are supported well. As a result, they learn that certain behaviour is not tolerated and their behaviour improves. Pupils know what their targets are and how to improve their work, because marking tells them. However, there are too few opportunities for them to carry out the suggested improvements.

The curriculum is well organised and there are many displays around the school to encourage pupils' interest. There are good links between subjects, for example, linking art, religion and geography. Computers, writing activities and number work feature in most subjects, promoting pupils' progress in basic skills. Links with local businesses, other schools and a field study centre enrich science, sports, ecological and environmental work, history, art and music. There is a wide range of out-of-school activities. For example, pupils support clubs for science, bible study, gardening, cookery, and several sports activities which contribute to the school's Active Mark and Healthy School status.

The school has good links with external agencies, which when combined with its own efforts and work with parents and carers, are particularly effective in supporting those pupils with behavioural difficulties. Support for pupils with special educational needs and/or disabilities is good and contributes effectively to their good progress. Links with social services to help those pupils whose circumstances may make them vulnerable are effective. Transfer arrangements work well and are based on good relationships with nurseries and secondary schools. Pupils attending the breakfast club are cared for well.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher works closely with senior staff to monitor the effectiveness of the school. Monitoring is focussed appropriately on improvements that might be made to teaching. The headteacher has worked successfully to provide staff with good-quality professional development and, as a result, several have been promoted and moved to other schools. Plans to train new staff in responsibility posts are well developed, but are in the early stages of being implemented. Governance is good. The governing body supports the school well and seeks pupils', parents' and carers' and staff's views to inform its decisions. It is well informed about the school's performance information and sets realistic-but-

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challenging targets for the headteacher. The school has satisfactory procedures to engage parents and carers and attendance at parental consultations and other activities is good. However, some parents and carers do not feel they are informed well enough. The school works hard to deal with those issues, but, even allowing for the need for confidentiality over some information, does not always let parents and carers know that it is working on their behalf. Partnerships with other schools, training institutions, businesses and external services are effective in promoting pupils' learning and well-being.

Safeguarding requirements are met and are good in some ways. For example the school seeks an increasingly wide range of views from its pupils, parents and carers to inform and develop that aspect of its work. However, though procedures first thing in a morning do not put pupils' safety and security at risk, they do not always run smoothly and efficiently. The school's promotion of equal opportunities is satisfactory. Procedures to eliminate all forms of discrimination are effective and embedded in the ethos of the school. Recent improvements to progress demonstrate the developing success of the school's strategies to close gaps between different groups. The school promotes community cohesion well, so that pupils have a good and improving respect for the backgrounds and cultures of different people in Great Britain and the wider world.

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	2
The effectiveness of the school's engagement with parents and carers	3
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress overall, especially in literacy. By the time they enter Year 1, most pupils reach average levels of attainment. Children speak and write competently, they count well, and some add simple numbers together. Most acquire independent learning skills and show great imagination in their play. For example, they make birthday cakes from sand and seeds, drive round on tricycles on their way to shop, and act out plays in a model theatre. For the most part, adults encourage children to talk and to ask

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and answer questions and to cooperate with each other. Children's learning needs are assessed accurately and usually learning activities reflect identified needs. Outdoor provision is attractive, well organised and readily accessible to children. Leadership is good. Children are cared for well and links with homes, feeder nurseries and Year 1 are extensive and effective in ensuring children settle in quickly to the daily routines and learning. The very new leader is continuing with past effective practices, but planning future developments in conjunction with the school's senior leaders.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

About half of parents and carers returned the questionnaire. Most responses were positive and supportive of the school. A small number of parents and carers felt pupils did not make enough progress or receive the support they need in their learning, especially in mixed-age classes. However, inspectors saw good progress overall in lessons and pupils supported well in their learning. Some parents or carers expressed concern about unacceptable behaviour, the impact it had on their own children and that the school did not appear to respond to their worries. Inspectors found that the school reacted fast to concerns, but that it did not always keep parents and carers informed of whether it was dealing with problems and what it was doing. Inspectors found also that unacceptable behaviour was concentrated among a small number of pupils, that the school dealt with this well, and especially so when parents and carers of those children worked closely with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Teversham CoFE VA 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 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	48	28	46	3	5	0	0
The school keeps my child safe	29	48	31	51	1	2	0	0
My school informs me about my child's progress	16	26	39	64	6	10	0	0
My child is making enough progress at this school	20	33	30	49	10	16	1	2
The teaching is good at this school	23	38	32	52	5	8	1	2
The school helps me to support my child's learning	22	36	30	49	8	13	1	2
The school helps my child to have a healthy lifestyle	25	41	33	54	2	3	1	2
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)	10	16	43	70	5	8	2	3
The school meets my child's particular needs	15	25	38	62	6	10	2	3
The school deals effectively with unacceptable behaviour	10	16	36	59	11	18	2	3
The school takes account of my suggestions and concerns	16	26	36	59	6	10	0	0
The school is led and managed effectively	16	26	31	51	9	15	2	3
Overall, I am happy with my child's experience at this school	23	38	28	46	8	13	1	2

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 July 2011

Dear pupils

Inspection of Teversham CofE VA Primary School, Teversham, CB1 9AZ

Thank you for making us so welcome when we visited your school. We judged your school to be satisfactory and it is improving. You make satisfactory progress, which continues to improve. The following things are particular strengths of the school.

Plenty of teaching is good. Lessons are usually interesting and teachers make sure there are trips and activities to make learning enjoyable.

The headteacher, staff and governing body are making sure improvement continues.

You feel safe and you know who to go to if you are worried about anything.

Most of you behave well and you treat everyone with respect and consideration.

Many of you have responsibilities and you carry them out well.

You have a good understanding of what you need to do to stay healthy. You take part in physical exercise and eat sensibly.

The school takes good care of you.

In order for the school to be even better, we have asked your teachers to make sure that:

- you produce accurately punctuated, neat, readable writing and when you produce graphs and charts in mathematics you understand fully what they mean and know how to extract information from them
- you settle to work quickly and that activities are timed to make sure your attention stays on your work, and there are opportunities for you to carry out advice you are given in marking
- your parents or carers are informed about any action being taken about concerns they have.

You can help by making sure your writing is punctuated accurately and neat, that you make sure you follow any advice given in marking, and that you concentrate always and settle to work quickly.

Yours sincerely

Ted Wheatley

Lead inspector (on behalf of the inspection team)

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