

# Tenterfields Primary School

Tenterfields, Halesowen, B63 3LH

**Inspection dates** 17–18 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress, and standards in all age groups are rising. Attainment is above average in reading, writing and mathematics by the end of Year 6.
- Children achieve well in the Early Years Foundation Stage. The learning environment is vibrant and exciting.
- Teaching is good and improving. Teachers typically demand high levels of behaviour and work, and plan exciting activities that capture pupils' interest.
- The behaviour of pupils is good. They are polite, kind and cooperative. Pupils feel safe.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- School leaders have taken effective action to eliminate weak teaching. They have also improved the education of disabled pupils and those who have special educational needs.
- As a result, all groups of learners are now doing equally well in all subjects.

### It is not yet an outstanding school because

- In a few lessons teachers do not adapt learning tasks to cater for pupils' different levels of ability, and do not demand enough of the most able pupils.
- Pupils do not have enough opportunities to develop problem-solving and investigative skills to encourage them to think for themselves.
- Leaders do not use all the information available to them to improve achievement further, for example by comparing pupils' progress against national figures.

## Information about this inspection

- Inspectors observed 14 lessons. Some were conducted jointly with the headteacher and deputy headteacher. In addition, the inspection team made a number of other short visits to small group sessions, listened to pupils reading and analysed the work in their books.
- Meetings were held with pupils, parents, governors, a representative of the local authority and staff, including senior and middle leaders.
- The inspection took account of 37 responses to the online questionnaire (Parent View). Questionnaires from members of staff were also analysed.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress and attendance, planning and monitoring documentation, records relating to behaviour and documents relating to safeguarding.

## Inspection team

Mary Hinds, Lead inspector

Additional Inspector

Victor Chaffey

Additional Inspector

# Full report

## Information about this school

- The school is average in size for a primary school.
- Most pupils are of White British heritage.
- The proportion of pupils:
  - known to be eligible for the pupil premium is below average
  - supported at school action is below average
  - supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The children's centre adjacent to the school is managed by the governing body, but is subject to a separate inspection.
- The school has specially resourced provision for nursery-aged children who have special educational needs. This caters for up to six children who can have a wide variety of different learning difficulties. These children are fully integrated into the nursery. The provision is managed by the school but funded by the local authority.

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

- Raise the quality of teaching to outstanding to improve achievement further, by:
  - identifying clearly what pupils need to do so that all ability groups are stretched
  - recognising that some pupils work more quickly than others, and providing more demanding work sooner
  - challenging more-able pupils by giving them problem solving, investigative work which encourages them to think for themselves, particularly in science lessons.
- Strengthen the effectiveness of self-evaluation and improvement planning by:
  - ensuring all leaders, including the governing body, make use of national data so that they can evaluate more clearly how well the school is performing compared to others.

## Inspection judgements

### The achievement of pupils is good

- Standards are rising. Attainment in 2012 was above average at the end of Key Stage 2. This is a result of a sharp focus on improving the quality of teaching in reading, writing and mathematics over the last few years.
- Progress is good. From average starting points, most pupils made better than expected progress in reading, writing and mathematics last year. The gaps in attainment between English and mathematics, and between girls and boys, have been closed. However, some more-able pupils do not make as much progress as they are capable of. This is reflected in the limited number of pupils who reach the higher National Curriculum levels in writing and mathematics.
- Pupils do well across a range of subjects. They have exciting and relevant opportunities to write in a range of contexts and in different subjects, including when they learn about other countries. Nevertheless, they do not have enough opportunities to develop independent thinking through investigative and problem-solving activities, particularly in science lessons.
- Progress in reading is good. The school has reorganised the teaching of pupils' knowledge of the sounds that letters make (phonics) so it is more closely tailored to individual needs. Pupils read confidently and for a wide range of purposes to increase their fluency and comprehension.
- Pupils of all abilities do well in lessons. Work is usually well matched to individual needs. However, more-able pupils sometimes are only given the same work as others when they are capable of more difficult work, and their learning is not always moved on quickly enough.
- Children in the Nursery and Reception Years, including the very few who have specially resourced provision for their special educational needs, make good progress. Last year children entered Year 1 with above-average standards, have joined the school with broadly typical skills and understanding. Children benefit from good-quality, stimulating toys, books and equipment in the classroom and outside area. Activities are based on the children's own interests, and this ensures their motivation and enjoyment in their learning.
- Disabled pupils and those who have special educational needs make good progress, thanks to extra individual guidance and adult support. The special needs coordinator keeps a close check on their progress to make sure that the finely-tuned guidance and support provided are having the right impact.
- Special group and individual work for pupils supported by the pupil premium funding has promoted their good achievement in English and mathematics. These pupils perform as well as all other groups. Pupils who receive additional support within small 'nurture' groups also make good and often rapid progress.

### The quality of teaching is good

- Teaching is now typically good. Only a few lessons require improvement and some are outstanding. Work in pupils' books suggests that this range is typical.
- Most teaching engages and stretches pupils. When teaching is good or better, teachers plan effectively for all abilities. They use focused questioning to make certain that pupils understand what they are expected to learn by the end of the lesson. In these lessons,

different ability groups are given different learning outcomes and steps to assess their own and others' progress. Learning is well paced, building systematically on previous learning. These good features were observed in a Year 4 lesson where pupils confidently and knowledgeably discussed the impact of acid rain and the reasons for sustainable energy.

- When teaching does not ensure good progress for all pupils, or requires improvement, more-able pupils sometimes complete the same activities as other pupils. Work in pupils' books shows that in some year groups more-able pupils often spend too much time practising mathematical skills that they had already mastered.
- Both teachers and pupils use a colour-coded marking scheme, where 'think for pink' requires further work and 'green for go' signals success. Pupils are encouraged to evaluate their own and each other's work. Pupils also have quality time to respond to marking, where teachers identify misconceptions well. This enables pupils to practise or extend their skills.
- Teaching in the Early Years Foundation Stage is good. Children, including those with special educational needs, flourish in the well-organised environment. A high emphasis is placed on the development of language, including early reading and writing skills. As a result, children develop a suitably wide vocabulary and a love of books and stories.
- Senior leaders carefully track pupils' progress and quickly identify any underachievement. Teaching assistants have been trained to provide daily support and guidance for individual pupils and groups. This has made a considerable impact and enabled the majority of pupils falling behind to catch up in English and mathematics.

### **The behaviour and safety of pupils are good**

- Pupils are very positive about the school. Their attendance is above average. Pupils are respectful, cooperative and polite to each other and adults.
- Pupils' spiritual, moral, social and cultural development is fostered through a wide range of activities in music, sport and drama, assemblies and the exciting outside learning environment, including the 'Forest School'.
- Their moral and social development is excellent. The school has strong links with three schools in Gambia, and a good focus across different subjects on personal, social, health and emotional education provides pupils with a keen sense of tolerance and respect.
- Social skills are also strongly promoted in the Early Years Foundation Stage. Good manners are reinforced from adults who work with the children. Relationships are very positive. Adults provide strong role models of correct behaviour. Children respond well to their high expectations.
- Pupils say they feel safe at school, and this is confirmed by parents. Pupils report that bullying is rare and does not worry them. In discussion about behaviour and different types of bullying, pupils stated that sometimes behaviour is too boisterous and there is some unkind name-calling, but this is dealt with promptly and effectively. Pupils have an appropriate understanding of the different forms bullying can take.
- Parents who responded to Parent View, and those who gave their views during the inspection, were very confident about the school's management of behaviour. Almost all of the parents said that their child is well looked after at school and feels safe.

**The leadership and management are good**

- The headteacher is very well supported by the deputy headteacher. With other senior leaders, they communicate high expectations for both pupils and staff. They have quickly developed a team who work well together and share a drive for excellence.
  - The senior team regularly observe lessons and give productive feedback to teachers on how to improve their practice. Subject leaders for English and mathematics, the latter being a 'leading teacher', give excellent support for staff. Through coaching and mentoring, they have been instrumental in securing high staff morale, confidence and continuing expertise.
  - The Early Years Foundation Stage leader has transformed this key stage, providing high-quality up-to-date training for key workers. Together with the special educational needs co-ordinator, she has ensured that the provision for those children who have additional learning needs is good.
  - Good planning, based on an accurate analysis of information such as that gathered on pupils' progress, ensures that the correct areas for improvement are identified. However, not enough use is made of comparisons against national data to contribute to this process.
  - The school promotes equality of opportunity well for its pupils. It has improved boys' writing and achievement in mathematics, and ensures that additional funding such as the pupil premium is used well to overcome barriers to learning, including one-to-one funding and small group support for pupils at risk of underachieving. Funding is also used to provide computer access at home for some of these pupils, as well as music tuition. Given the good track record of success, the school's capacity for further improvement is strong.
  - The school provides pupils with a wide range of highly motivating activities that fire pupils' curiosity and enthusiasm for learning. They have many opportunities to develop their communication skills, for example through extended writing across different subjects. However, they do not have enough opportunities to develop their investigative and problem-solving skills in science lessons.
  - The school engages very well with parents. It uses a wide range of strategies to support pupils, and their families, who are experiencing difficulties. Parents who talked to inspectors were overwhelming positive about the dedication and approachability of staff.
  - The local authority regards the school as good and improving. It has supported the development of the teaching in certain subjects, and also some aspects of leadership and management. It is now using the expertise within the school to support other local schools.
  - **The governance of the school:**
    - Governance is good. Governors are fully involved in analysing the school's strengths and weaknesses and planning improvement through regular meetings, including the school improvement committee. As a result they have a good understanding of the links between what the school provides and how well the pupils do. However, governors do not use national data to compare the school's effectiveness with that of others sufficiently well.
    - Governors hold the school to account for pupils' results. They ask probing questions about the quality of teaching in order to reward the best performing teachers and support staff.
    - They successfully monitor financial resources, including the use of the pupil premium to improve achievement, and ensure that statutory requirements are fully met, including those for keeping pupils safe.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103794
<b>Local authority</b>	Dudley
<b>Inspection number</b>	404907

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melanie Case
<b>Headteacher</b>	Keith Butler
<b>Date of previous school inspection</b>	29 September 2010
<b>Telephone number</b>	01384 818560
<b>Fax number</b>	01384 818566
<b>Email address</b>	kbutler@tenter.dudley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

