

# Tilney All Saints Voluntary Controlled Primary School

Shepherdsgate Road, Tilney All Saints, King's Lynn, PE34 4RP

## Inspection dates

6–7 November 2012

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress is not consistently good.
- Potentially higher attaining pupils do not always do as well as they should.
- Boys do not do as well as girls.
- Progress in mathematics lags behind that in reading and writing.
- Methods aimed at improving pupils' basic skills in writing and mathematics have not been in place long enough to bring about consistently good progress.
- Not enough is done to keep parents and carers fully informed about how well their children are getting on and what their children need to do to make their work even better.
- Current improvements in teaching and pupils' progress have been slow to get started.
- Some members of the governing body are not sufficiently aware of the school's strengths and weaknesses. Consequently, they are not well placed to hold it to account for the quality of its work.

### The school has the following strengths

- Test results are getting better and pupils' progress is improving.
- The teaching of pupils in groups based on their ability is helping them to make better progress.
- Teachers and teaching assistants make an effective contribution to the good progress made by pupils who have special educational needs.
- Behaviour is good and pupils' personal development is outstanding.
- The care and safety of pupils is a significant strength.
- Parents and carers are positive about the school and many are pleased with their children's progress.

## Information about this inspection

- The inspector observed 10 lessons in all. Four of these lessons were taught by two teachers. Two lessons were taught by visiting instructors and four by teaching assistants. The headteacher accompanied the inspector in seven of the observations.
- Meetings were held with members of the governing body, staff, pupils, a number of parents and carers, and a representative of the local authority.
- The inspector looked at the work in pupils' books and listened to a number of pupils read.
- Account was taken of the school's information about pupils' attainment and progress, its self-evaluation and plans for future developments. The inspector also looked at documents and policies concerning school management and keeping pupils safe.
- Consideration was given to six responses to the online survey (Parent View) and eight responses to the staff questionnaire.

## Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. There are no pupils who speak English as an additional language. The school has a small number of pupils who are from the Traveller Community.
- The proportions of disabled pupils and those who have special educational needs supported at school action and at school action plus are broadly average. There are no pupils who have a statement of special educational needs.
- The proportion of pupils who are known to be eligible for additional government funding through the pupil premium (funding to support the learning of those known to be entitled to a free school meal and those in care) is below average.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.
- Pupils are taught in two classes. One is for children in the Reception Year and pupils in Years 1 and 2; the other class is made up of pupils in Years 3 to 6.
- The headteacher is retiring in December 2012. From January 2013 the school will join a formal partnership with a nearby primary school. The two schools will share a headteacher.

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

- Improve the quality of teaching so that it is consistently good and thereby level out the variations in pupils' progress, so that it is also consistently good, by:
  - focusing closely on improving the progress of boys in writing and mathematics
  - ensuring potentially higher attaining pupils gain the levels of which they are capable
  - maintaining the increasingly effective focus on developing pupils' mental and oral skills in mathematics
  - consolidating the skills of younger pupils in linking their knowledge of word and letter sounds to their early attempts at writing
  - creating more opportunities for older pupils to produce longer pieces of high quality writing.
- Ensure that parents and carers are fully informed about the progress their children are making and what their children need to do to make their work even better.
- Provide training so that all members of the governing body are well placed to understand the school's strengths and weaknesses and to hold it to account for the quality of its work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The pattern of attainment often varies significant from year to year. This is because of the very small numbers of pupils in each year group.
- In the years leading up to 2011, children’s skills and knowledge on entry to the Reception class were below those expected for four-year-olds. The current Reception year group joined with skills and knowledge that are close to that expected for their age.
- In most years, although there are sometimes variations, children in the Reception Year settle in well and make good progress. They currently join Year 1 with attainment that is broadly average for their age.
- During Years 1 and 2, most pupils make the progress expected of them in reading, writing and mathematics. However, the proportion of pupils exceeding the expected progress is rising and, by the end of Year 2, attainment is broadly average. This is a pattern which has prevailed for the last five years.
- In the years leading up to and including 2011, attainment in reading, writing and mathematics was below average when pupils left the school at the end of Year 6. In some of these years, pupils’ progress was inadequate. This is no longer the case. In 2012, attainment was below average but pupils made the progress expected of them, with most coming from well below average starting points.
- The pupils currently in Year 6 are on course to attain broadly average standards in English. However, attainment in mathematics is on course to be below average. Even so, the majority of pupils have already exceeded the progress expected of them from their starting points, including those who are on course to attain above average levels. This is particularly so in reading, which pupils clearly enjoy. This pattern was not evident in previous years when potentially higher attaining pupils did not reach the levels of which they were capable. The gaps between the school and the national picture for attainment and progress are closing rapidly. While there remains a pattern of boys not doing as well as girls, this gap is reducing quickly.
- Pupils known to be entitled to the pupil premium, those who have special educational needs and the small number who come from the Traveller Community are all making good progress.

### The quality of teaching

### requires improvement

- Teachers know their pupils well and there is a strong bond of mutual respect and cooperation between pupils and staff. For the most part, teachers have appropriately high expectations. Pupils respond well to these and are motivated by the praise they receive.
- Teachers plan learning activities that are matched closely to the needs and abilities of most pupils. The teaching of pupils of similar ability, but of different ages, in the same group is paying dividends and making it easier for teachers to plan activities which meet the needs of all pupils. While this is mostly successful, occasionally the work set for potentially higher attaining pupils does not always challenge them sufficiently.
- The good progress made by disabled pupils and those who have special educational needs,

together with those who benefit from the pupil premium, is underpinned by the support they receive from teachers and from teaching assistants when they are taught in small groups or sometimes individually. Staff successfully break learning down into small, manageable steps that enable pupils to practise their skills, develop their understanding and increase their confidence.

- Teachers are promoting better progress by focusing more precisely on developing pupils' basic skills in reading, writing and mathematics. The teaching of letter and word sounds to the youngest pupils and to those older pupils who benefit from this approach is now more systematic. Similarly, greater attention is being given to teaching mental and oral skills in mathematics and to providing opportunities for older pupils to produce longer pieces of writing. However, these are relatively recent developments and, although working well, have not been in place for long enough to impact fully on pupils' attainment.
- Teachers use questioning increasingly well to challenge pupils and to get them thinking. The quality of pupils' speaking is improving as they gain in confidence. However, opportunities for pupils to plan responses and to discuss with a partner or in small groups are sometimes missed.
- Teachers assess pupils' attainment and progress accurately. They also ensure that pupils are aware of the levels they are working at and what they need to do to improve their work in order to attain the next level.
- Pupils' spiritual, moral, social and cultural development is promoted well in lessons, through singing, poetry, drama and discussions. Pupils care for and help each other particularly well.

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

- Pupils say they feel safe at school; a view that is confirmed by many parents and carers.
- Pupils' behaviour around the school and during lessons is good. They play and work together exceptionally well and value each other as friends. As one pupil said, 'We always look out for each other.' Older pupils value opportunities to help and work alongside the younger ones.
- Pupils work hard in lessons. The majority are consistently enthusiastic and eager to answer questions. On occasions when unacceptable behaviour surfaces it is handled consistently well by staff.
- Pupils say that bullying is rare and are confident that should any occur it will be resolved successfully by the adults. For their part, pupils are fully aware of how to stay safe. They also understand what constitutes bullying in its various guises, including the potential threats posed by the internet and mobile phones. Pupils also understand and apply the principles of respecting those who are from different backgrounds and have different beliefs to themselves.
- Attendance is broadly average. However, attendance statistics are often affected by the very small numbers in each year group. For example; if pupils suffer illnesses or by the sustained absence of some pupils who are away from school because of their beliefs or life styles.

### **The leadership and management** requires improvement

- Under the headteacher's leadership, the staff and governing body are dedicated to driving up

standards and doing their best for the pupils; attainment and progress are improving, but this has been slow in coming about. The school is committed to eliminating discrimination and promoting equality of opportunity. This is particularly evident in the care and support provided for pupils from the Traveller Community.

- Challenging targets are set for pupils' attainment and progress, although in past years these have not always been met. The targets were met in 2012 and the school is on course to meet them in 2013. That said, no one is complacent and everyone recognises the need for the current trend of improvement to be sustained. This is recognised in the priorities for improvement identified in the school's accurate self-evaluation and in its development plan. Rising standards and improvements in pupils' progress provide an illustration of the school's capacity to improve in the future.
- Opportunities for the continued professional development of staff are increasing at all levels and are resulting in improvements to teaching and to increasing the rate of pupils' progress. The performance management of staff is linked appropriately to teachers' pay and to targets to improve attainment and progress.
- The range of learning activities provided for pupils is helping to promote improvements in progress. The contribution of visiting teachers who support physical education and currently science are appreciated and enjoyed by pupils. Pupils' personal development is promoted exceptionally well as they become increasingly articulate, confident and mature. Their spiritual, moral, social and cultural development is also promoted well through, for example, the school's strong links with the church. Pupils value opportunities to take responsibility by being house captains and being members of the school's pupil council. They also raise money to support the education of a child in Zimbabwe.
- The majority of parents and carers are pleased with what the school does for their children. They say their children enjoy school. A common theme was reflected in one parent's comment when she said, 'This is happy school with a good family atmosphere.' However, not enough is done to ensure that parents and carers are fully aware of the progress their children are making and what the pupils can do to make their work even better.
- The local authority has provided good support, including making available the services of a local leader in education and supporting the forthcoming partnership arrangement.
- **The governance of the school:**
  - The governing body is supportive of the school, but several of its members are overly reliant on the strong leadership of the Chair and Vice-Chair, who are taking a leading role in preparing for the forthcoming partnership arrangement. Some governors do not visit the school regularly and are not sufficiently aware of its strengths and weaknesses, particularly in relation to teaching and the performance of pupils in comparable schools. Consequently, they are not as well placed as they should be to hold it to account for the quality of its work. Training opportunities for the governing body are planned, but these have yet to take place. That said, the governing body fulfils its duty to ensure that safeguarding arrangements meet with current requirements. They also oversee the performance management of the headteacher and staff, ensuring that targets are linked to improvements in attainment and pupils' progress. These arrangements also take suitable account of the regulations for teacher's pay and conditions of service. The governing body also ensures that resources are used wisely. It is fully aware of the positive impact of the pupil premium in promoting improvements in the progress of those who are entitled to this extra funding. This money is used to provide additional and individual learning support for pupils so they can benefit from being taught individually or small groups.

## 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>	121078
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405990

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>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laura Arnold
<b>Headteacher</b>	Jennifer Rankin
<b>Date of previous school inspection</b>	7 December 2010
<b>Telephone number</b>	01553 828209
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