

Tirlebrook Primary School

Brensham Road, Tewkesbury, GL20 8EW

Inspection dates 13-14 June 2013

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

Summary of key findings for parents and pupils

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

- There is inconsistency in the progress pupils make.
- Too few pupils are working at or above the expected levels for their ages; standards in mathematics are lower than in writing and reading.
- Teaching in the past has been inadequate in some classes. As a result not enough pupils make good progress and some have made less than expected progress, especially in Key Stage 2.
- Teachers in the past have not always made the best use of assessment information to plan activities that make sure all pupils make consistently good progress.
- The quality of marking and the checks on pupils' learning and progress vary too much.

The school has the following strengths

- Children in Reception make good progress from levels below that expected of their age.
- There is evidence of good and outstanding teaching in some classes.
- Pupils have a positive attitude to learning and their behaviour is good. Pupils feel safe and have a good awareness of dangers and risks. Incidents of bullying are rare and dealt with effectively.
- The topics taught are engaging and children enjoy their learning.
- Senior leaders understand what the school needs to do to improve and there is evidence of an improvement in progress in both writing and mathematics.
- Leaders and governors are active, they have improved behaviour and there are clear signs of improvement in the progress the pupils make.

Information about this inspection

- The inspectors observed 15 lessons, of which two were joint observations with the deputy headteacher. In addition, several short visits were made to lessons including small groups of pupils being taught by teaching assistants.
- Inspectors spoke to members of the governing body including the Chair of Governors, members of the school management team, teachers with responsibility for key subjects and a representative of the local authority. These meetings included discussions about the analysis of performance information, records of monitoring of the quality of teaching, tracking pupils' progress as well as documents relating to safeguarding children.
- Pupils were heard to read from Year 2 and Year 6 and meetings were held with two groups of pupils.
- The start and end of the day was also used to meet with parents.
- Questionnaires were analysed from 22 staff.
- Consideration was given to the 64 responses to the online Parent View survey and one letter addressed to the inspection team and the outcomes from a recent survey the school had completed with parents.

Inspection team

Sarah Jones , Lead inspector

Additional Inspector

David Beddard

Additional Inspector

Full report

Information about this school

- Tirlbrook Primary School is a smaller than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium, additional government funding for specific groups, including pupils eligible for free school meals, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of recent awards including Healthy Schools, International Schools Bronze Award, and Bronze Eco-Schools Award.

What does the school need to do to improve further?

- Improve the quality of the teaching from good to outstanding, so that all pupils make consistently good progress, through making sure that :
 - the good practice that is already in school is shared more widely, with a particular focus on marking, making sure that when marking pupils' work, all teachers include constructive comments that show pupils how to improve, and that pupils are given time to respond.
 - all teachers effectively use assessment data when planning lessons and intervention work to match the work to the current needs of the pupils and build effectively on their prior learning.
 - all teachers adapt the pace of lessons and activities, so that all pupils understand their learning, especially in mathematics.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because in recent years the attainment and progress of pupils at the end of Key Stage 2 has been below that expected nationally of pupils in English and mathematics.
- Boys' attainment in reading has not been as good as that of girls in the school, and in recent years has been well below that of their peers nationally. However, the school has taken effective action in supporting the pupils and the difference between boys' and girls' attainment is closing. Attainment in writing is also improving with higher proportions of pupils at Key Stage 1 and Key Stage 2 reaching average standards.
- Pupils enjoy reading and achieve well. Pupils talked enthusiastically about reading and as a result of a more systematic approach to the teaching of reading the majority of pupils are now making better than expected progress.
- Pupils are starting school with skills that are below the levels expected for their age. They make good progress in the Early Years Foundation Stage with the result that most start Key Stage 1 in line with children of the same age nationally.
- The attainment of Year 1 pupils in the national screening check for reading in 2012 was below the national average. However, the effective actions the school has taken to improve the teaching of phonics (letters and the sounds they make), is already having a positive impact on pupils' learning.
- Over time attainment in reading, writing and mathematics at the end of Key Stage 1 has broadly been in line with that expected nationally.
- Progress in mathematics has not been as good as that in English, particularly in Key Stage 2. Senior leaders are addressing this robustly through a range of interventions and targeted support for identified groups but these actions have yet to make a significant impact on results. The school's tracking shows that pupils have begun to make far better progress across Key Stage 2, but the outcomes for pupils are still only likely to be average.
- The small proportion of pupils with special educational needs has not always attained as well as their peers nationally, although more recently they have made at least expected progress from their starting points at the beginning of Key Stage 1.
- Pupil premium-funding is being used effectively throughout the school to support the small number of eligible pupils. As a result this group of pupils have achieved well in English and mathematics in comparison to pupils within the school and similar pupils nationally.

The quality of teaching requires improvement

- The quality of teaching over time requires improvement because there has been insufficient time to see the impact of the new teachers to the school.
- The majority of the teaching observed during the inspection was good and this reflects the work of the senior leadership team and governing body to improve the teaching and the performance of the pupils. This means that the pupils are learning far more, particularly in key subjects such as English and mathematics.
- The school is also using a new tracking and monitoring system that helps teachers plan their lessons for a range of different pupils' abilities. This is having an impact on the past weaker teaching. There have been significant changes in teaching staff since the previous inspection. The teachers and teaching assistants are highly committed to improve the teaching at the school, although there are still some variations.
- Teaching assistants are used effectively within the classroom, creating a team approach to support and enhance pupils' work.
- The teaching of reading is effective with evidence of children using their knowledge phonics to decode and understand the words they are reading. While there are some opportunities for

extended reading across all subject areas, this practice is variable and the impact is not fully evident.

- Teachers regularly check pupils' understanding of their work in lessons and in turn their progress, making suggestions for improvement. Marking, however is inconsistent across classes and within subject areas.
- In most lessons, assessment and data are used well to inform planning and the tasks set to meet the needs of the different groups of children in the class.
- Teachers use a wide range of teaching methods effectively. 'Learning partners' help pupils explore and express their understanding. The more-able children reported they like the chance to share ideas but equally like to work independently on more challenging tasks.
- Teaching in Reception is good with staff having a good understanding of the learning needs of young children and rigorously assessing them.
- Teachers take pride in their classrooms and corridors, putting up displays that are inspirational. Pupils' work is of a high standard.
- The relationships between teachers and pupils are very positive, friendly as well as supportive, and encourage pupils to work in a range of different ways and with different groups. This in turn helps pupils be more tolerant of each other and accept each other's ideas. This was evident in a Year 6 'Apprentice Project' when group members took on different roles when designing and making their products to be sold at sports day.
- Homework is regularly provided and teachers have high expectations of it strengthening pupils' knowledge and securing understanding. However, some pupils do not always complete the set tasks.

The behaviour and safety of pupils are good

- Pupils behave well around the school and in classes, having a positive attitude towards their learning.
- Pupils believe that behaviour is generally good. If inappropriate behaviour does occur in classes, then it is appropriately dealt with.
- Most parents spoken to during the inspection felt that pupil behaviour was good and that they felt the school provided a safe environment in which to learn. Parents new to the school commented on its friendly nature and the way in which their children had quickly settled into their new classes.
- The school's behaviour policy has been recently updated and is beginning to have a positive impact on reducing the number of incidents recorded.
- Pupils are courteous and respectful of one another, their teachers and visitors to the school. Adults act as positive role models and have high expectations with regard to behaviour.
- Pupils say they feel safe in school. They are aware of the varying forms bullying can take but believe it is a rare event in the school. They know that they can approach any adult if they have concerns and are confident that it would be addressed. They are well aware of how to remain safe when using computers in school and at home. As part of the school's 'Health and well-being week' Year 5 pupils were exploring the importance of being safe when using social media.
- Pupils with social, emotional and behavioural difficulties are well supported by the school. Equal opportunities are met for all pupils and there is no discrimination.
- Attendance has steadily improved and is average. It would have been higher but for an outbreak of noro-virus in one particular year group.

The leadership and management are good

- The school is well led by a determined leadership team who are clear about the priorities for Tirlbrook School and the success of the pupils. The very best is expected from staff and pupils and those who do not live up to expectations are challenged. Firm and clear leadership from both the headteacher and deputy headteacher have brought about real improvements in the

progress of the pupils, especially over the last 12 months.

- The leadership team has a clear understanding of what needs to be done and this is evident in the rigorous self evaluation and development plans. Staff morale is good, even though there have been a number of changes.
- The headteacher is well supported to bring about change and works effectively with the deputy headteacher.
- While achievement is not yet good, a sustained pattern of improvement is emerging, reflecting the robust approach to making sure teaching is good and the effectiveness of both senior and middle leaders.
- The topic approach to learning is engaging and inspirational. For example, Year 3 pupils were planting and growing vegetables to encourage self sufficiency in one lesson on the Second World War.
- The pupils' spiritual, moral, social and cultural development is supported by a range of activities, trips and experiences, such as the assembly observed on the school's values of resilience, independence, confidence and happiness.
- Most parents are pleased with the school and feel that if there are any areas they would like to discuss staff are available. Some parents have been unsettled by the turnover of staff in recent times and the perceived lack of communication for the reasons why, due to the need for the school to safeguard confidentiality.
- The formal performance management process is effectively structured, providing good links between the school's priorities in the development plan, individual responsibilities and professional development. The governors are kept informed about the process.
- **The governance of the school:**
 - The governing body is aware of the needs of the school and works effectively to provide support as well as challenge. This is based on a clear understanding of the school's strengths and areas for development to raise the standards of teaching and pupils' progress. Governors make sure that statutory responsibilities are met, e.g. making sure that safeguarding requirements are fully in place and effective. The governing body has a good understanding of the school including the management of teachers' performance, the use of the national 'Teachers' Standards' and how they affect salary progression. Governors monitor spending very carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding leaders to account. Governors are also involved in setting whole-school targets when working with teachers at the start of a school year.

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

Unique reference number	115738
Local authority	Gloucestershire
Inspection number	412178

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

Type of school	Primary
School category	Foundation
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Russell Caton
Headteacher	Lisa Quelcuti
Date of previous school inspection	30 June - 1 July 2010
Telephone number	01684 293549
Fax number	01684 291783
Email address	admin@tirlbrook.gloucs.sch.uk

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