

Tilney All Saints Voluntary Controlled Primary School

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

Inspection dates 30 April–1 May 2014

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
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 from their different starting points. Progress is rapidly improving due to the good-quality teaching.
- In most year groups, attainment in reading, writing and mathematics is above that expected for pupils' ages.
- The school ensures that the most-able pupils make good progress through a good range of interesting activities.
- Disabled pupils and those who have special educational needs are well supported so that their progress is in line with their classmates.
- Pupils' behaviour in and around the school is good and has a very positive impact on their learning.
- The improvements made to leadership and pupils' progress since the previous inspection show the school has a good capacity to improve still further.
- The partnership with another school and the sharing of leadership and expertise, although at an early stage, has quickly had a positive impact on pupils' progress and the quality of teaching.
- The work of the governing body has improved since the previous inspection. They now provide good support and are better able to question and hold the school to account.
- All staff demonstrate a clear commitment to raising standards and improving teaching and learning.

It is not yet an outstanding school because

- Progress in reading is not as good as in writing and mathematics. Not all pupils understand the content of what they are reading about.
- The library does not include enough non-fiction books for pupils, especially the younger ones, to use as a resource.
- Teachers do not have enough opportunities to observe and work alongside outstanding teachers in other schools and settings.
- Not all of the work provided for pupils in subjects other than English and mathematics is sufficiently challenging.

Information about this inspection

- The inspector observed teaching in seven lessons. A number of these were observed jointly with the headteacher or assistant headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, a representative of the local authority, and parents.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- Too few parents used the online survey, Parent View, for the responses to be read. The inspector took account of the 10 questionnaires completed by staff.
- The inspector looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Tilney All Saints CE VC Primary School is much smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds. A small number are from Romany or Gypsy backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- An average proportion of pupils are supported by the pupil premium, which, in this school, provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The number of pupils in Year 6 last year was too small for the government's floor standards to be applicable.
- The school entered a partnership with another local school after the last inspection. The headteacher leads both schools but each has its own governing body.
- The teaching staff has changed completely since the last inspection.

What does the school need to do to improve further?

- Ensure that progress in reading is accelerated by:
 - developing the library as a learning resource and improving the range of non-fiction books, especially for younger pupils
 - increasing the opportunities for pupils to develop their comprehension skills.
- Further improve the teaching by ensuring that:
 - teachers have more opportunities to observe, learn from and teach with outstanding practitioners within the partnership and in other schools
 - the tasks set for pupils provide them with sufficient challenge in subjects other than English and mathematics.

Inspection judgements

The achievement of pupils is good

- When they start school, most children have levels of knowledge and understanding which are broadly in line with those typical for their age. However, this varies year to year due to the small sizes of year groups. Often children start with lower than expected skills in using tools such as pencils and scissors. Children make good progress during the Reception Year and their attainment is broadly in line with that expected for their age.
- Standards in the 2013 national tests at the end of Year 2 were broadly average in reading, writing and mathematics. The current pupils in Year 2 have made better than expected progress and are already attaining standards above those expected in reading and mathematics.
- Attainment at the end of Year 6 is not reported because the numbers of pupils taking the tests are too small. However, current progress in Year 6 is above that expected in writing and mathematics. Progress in reading is not as good because pupils do not always understand what they have read. Even so, standards are still above average. A high proportion of the pupils are on track to reach the higher levels, especially in mathematics. This is the result of improved provision and the school's higher expectations.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show standards in 2012 were above the national average but in 2013 they were below. This reflects the differences in the makeup of the year group rather than in the quality of teaching. Pupils currently in Year 1 are on track to reach above-average standards again.
- Progress in reading throughout the school is inconsistent. Pupils have good phonic skills and are able to read words accurately but they do not always understand the content and meaning of the text. The library is at an early stage of development and there are too few non-fiction books. Older pupils clearly enjoy books and reading. In Year 3, for example, a pupil talked enthusiastically about Roald Dahl while researching his biography.
- The progress made in pupils' writing is good and standards are above average in the current Year 6. Pupils are able to merge information and technology skills with imaginative writing to produce newspaper reports on the lives of Second World War evacuees. Much of the pupils' writing displayed is of good quality; for example, the pupils' versions of traditional tales in Key Stage 1. In mathematics, good achievement is evident throughout the school. The extension activities for Year 6 are very challenging and pupils are developing good skills in algebra.
- There is evidence of good achievement in other subjects such as music, and art and design. However, at times, the level of challenge and teachers' expectations evident in pupils' work in books is not as high as it is in literacy and numeracy. Because of this, standards are sometimes lower than pupils are capable of achieving. This is true in some aspects of science, history and geography.
- Disabled pupils and those who have special educational needs receive effective extra help, and this is evident in their current good progress. The school's data show that there are no significant differences in the achievement of other groups, including the most able. The number of pupils known to be eligible for the pupil premium is too small to comment on their attainment without identifying individuals. However, along with those pupils from Traveller families, most make progress at least in line with, and often better than, that of their classmates.

The quality of teaching is good

- The good teaching has a positive impact on pupils' learning and progress. A small proportion of the teaching, evident through the pupils' work and rapidly rising progress, is outstanding and the school is keen to ensure that more is of this quality.
- Pupils talk positively about how they enjoy lessons and how they have 'got better at learning' with the current teachers.
- Although the teachers have joined the school since the last inspection, they have quickly created good conditions for positive and purposeful learning in classrooms. A large part of this is due to the support and challenge provided by the executive headteacher and the links between the two schools enabling teachers to share ideas and spread good practice. However, there are not enough opportunities for the teachers to observe, learn from and work alongside outstanding teachers in other schools.
- The Reception children are taught as part of a class alongside Year 1 and Year 2 pupils. However, they have specific work planned appropriately and take part in activities that they choose themselves as well as those led by adults. This work is shared between the staff in the class so they have teaching from the teacher as well as the support staff. The school has developed a good quality of provision for the children outdoors since the last inspection, and much of the learning is focused on the outdoors.
- The marking of pupils' work has improved since the last inspection. Teachers mark the work regularly and pupils respond to the helpful comments. Teachers provide pupils with some very effective homework tasks covering a wide range of topics and from which pupils are able to take significant responsibility for their own learning. Pupils also talk about how they enjoy and learn when the school has a specific project week, such as a recent science week. These special events enrich pupils' learning.
- There are occasions when teachers do not provide work that is challenging enough for all of the pupils in the mixed-age classes in subjects such as science, history or geography. However, small-group work or one-to-one sessions are effective in supporting the learning of those who find learning more difficult and also to provide extra challenge for the most-able pupils.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. In all lessons observed, the vast majority of pupils were well behaved and showed very positive attitudes to learning. This has a major impact on their learning and progress, and they thoroughly enjoy their work.
- Children in the Reception Year start the day happily and productively, quickly settling into routines. This observation is supported by parents' positive views about how much their children enjoy school.
- Pupils talk openly about the lessons and other aspects of school life which they enjoy. They like school because of the colourful environment teachers have created and the interesting work they are given to do. They appreciate the small size of the school and that 'Everyone's friendly.'
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and parents confirm this view. The school provides a good range of activities to encourage pupils' learning about how to stay safe, such as work with local emergency services, 'The Crucial Crew'.

- The pupils are confident that there are adults in school who they trust and would confide in if worried or concerned about anything. Pupils say bullying is very rare and there has been none in recent years. They are aware of the different types of bullying, such as through the use of computers or mobile phones.
- There have been no pupil exclusions since the last inspection. The support for pupils facing challenging circumstances is very effective, and case studies show these pupils making good progress.
- Attendance is currently above average. Any patterns of regular absence are well tracked by the school, involving the local authority's education welfare officers if appropriate. Persistent absenteeism is now rare and has been limited to a very small number of families. The vast majority of the parents appreciate the importance of full attendance.

The leadership and management are good

- The school has been through a period of turbulent leadership which has now been stabilised under the current headteacher and the partnership arrangement with the sister school. Leadership and management are good because the headteacher has ensured that all staff and the governing body have a clear ambition to do the best they can for the pupils at the school. The impact of this ambition is evident in pupils' rapidly improving progress and the good quality of teaching across the school.
- The headteacher has provided strong leadership during her short time at the school. She has introduced a number of significant changes, improving the school environment, appointing new teachers and making changes to the deployment of support staff. Governors, pupils and parents talk very positively about how the school has improved under her leadership. The school is clearly on an upward trajectory and has a good capacity to improve further.
- The school's self-evaluation is accurate, and identifies what remains to be done to improve the school further.
- The school continually seeks to improve the effectiveness of teaching. The monitoring of teaching and pupils' learning is carried out by senior leaders across the partnership. In addition, assessments of pupils' work are checked and expertise, such as that for the Early Years Foundation Stage, has been spread across both schools. Training has been used effectively for teachers and teaching assistants; for example, to improve the teaching of physical education or for the specific provision for a particular disability or special educational need.
- Although at an early stage, the partnership is proving effective in supporting teachers' skills and providing more efficient use of funding. Even so, teachers have not yet had enough opportunities to observe, work with and learn from other outstanding practitioners.
- The partnership is helping with the sharing of leadership tasks among the staff in both schools. Staff are given opportunities to develop leadership skills.
- The monitoring letter, written after the last inspection, identified that there had been insufficient local authority support while the school required improvement. Since then, the local authority has tracked the data to ensure the partnership arrangement was having a positive impact. A challenge partner has been provided for the school to keep a check on pupils' progress. The school is positive about local authority support for finance and human resources. Training for governors has helped develop their role in tracking the progress made by disabled pupils and

those who have special educational needs.

- Funding available through the pupil premium is used to help eligible pupils to take a full part in school life, and benefit, where appropriate, from specific resources and additional help from adults. The progress made by these and other pupils is monitored closely by the headteacher and teachers.
- The money available to promote physical education and sporting opportunities is used appropriately, with a focus on increasing participation in a number of sporting activities with other schools. Money has been used to train staff, including accessing very effective training for a teaching assistant, and future plans include developing this further.
- The subjects taught provide pupils with a wide range of interesting activities. Enrichment activities such as the teaching of ratios and proportions through the creation of trolls and gnomes are making learning fun.
- The curriculum has a positive impact on the school's good provision for pupils' spiritual, moral, social and cultural development through, for example, work about other cultures and religions, such as the Chinese New Year project. Given the size of the school, there is a good range of clubs and extra-curricular activities, including team sports, on offer.
- **The governance of the school:**
 - Since the last inspection, the governing body has improved the way it holds the school to account. There is now a good level of support and challenge. Governors monitor data to check pupils' progress, and the headteacher provides them with detailed information about achievement.
 - Governors check on the school's work through a range of visits, including to activities held outside school. They hold regular meetings with, and receive reports from, the headteacher.
 - Members of the governing body have a sound understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effective these systems are applied to improve the quality of teaching. Decisions about teachers' pay are appropriately linked to performance and responsibilities.
 - Governors track finances well and assist the school in deciding how to spend additional money to support pupils eligible for the pupil premium and to extend sports and physical education opportunities.

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	121078
Local authority	Norfolk
Inspection number	442055

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Andy Laughton
Headteacher	Anne Senior
Date of previous school inspection	6 November 2012
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