

# Tirlebrook Primary School

Brensham Road, Newtown, Tewkesbury, Gloucestershire, GL20 8EW

**Inspection dates** 10–11 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and deputy headteacher regularly check on the quality of teaching and provide good advice to help teachers improve.
- Teaching has improved since the last inspection and is now consistently good.
- Teachers check carefully on pupils' progress over time. They then provide extra support for pupils when needed to help them with their learning.
- Lessons are planned well to build on pupils' previous learning.
- Teaching assistants support pupils' learning well in lessons.
- Pupils make good progress overall in reading, writing and mathematics.
- Behaviour is good. Pupils are polite and friendly to each other, and to adults in the school.
- Pupils feel safe in school. They say there is little bullying and if it does happen it is dealt with effectively.
- The early years provision is a strength of the school. Children make good progress over all and their work shows there are examples of outstanding teaching.
- The governing body question senior leaders effectively about the quality of teaching and pupils' attainment and progress.

### It is not yet an outstanding school because

- Teachers in some classes do not consistently check on pupils' learning in lessons to ensure activities match and stretch pupils' abilities.
- Comments in marking are sometimes not precise enough to help pupils improve their work. As a result, pupils do not consistently respond to the guidance given.
- The presentation of some pupils' work is sometimes untidy.
- Middle leaders do not regularly check on the quality of teaching in different subjects to help teachers improve their lessons.
- Progress in mathematics for some pupils is not as quick as in reading and writing across Key Stage 2.

## Information about this inspection

- The inspectors visited 15 lessons and part-lessons and observed seven teachers. The lead inspector and the headteacher observed two lessons together.
- Meetings were held with members of the governing body, senior teachers, a group of pupils and a representative from the local authority.
- A number of pupils were heard reading, and inspectors examined a sample of pupils' work.
- A variety of documents were seen by inspectors, including: procedures to help keep pupils safe; school checks on pupils' progress; senior leaders' judgements about teaching over time; and reviews of the school carried out by the local authority.
- Views of 79 parents who completed the Parent View questionnaire on the Ofsted website were taken into account, along with the views of a number of parents spoken to during the inspection. Letters written to the inspection team during the inspection were also considered.
- The responses from 27 staff who completed the Ofsted questionnaire were examined.

## Inspection team

James Henry, Lead inspector

Additional Inspector

Marion Borland

Additional Inspector

## Full report

### Information about this school

- Tirlbrook is slightly smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils or those with special educational needs is below the national average.
- There are very few disadvantaged pupils in the school. The proportion of disadvantaged pupils who are supported by the pupil premium is well below the national average. The pupil premium is extra government funding for pupils known to be eligible for free school meals and children who are looked after.
- Children in the early years are taught full time in a Reception class.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.

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

- Improve the quality of teaching so it is consistently outstanding by ensuring:
  - teachers regularly check on pupils learning in lessons to ensure activities match and stretch pupils' abilities, especially for the most able
  - comments in marking are more precise in helping pupils improve their work, and that pupils consistently respond to the guidance given
  - middle leaders regularly check on the quality of teaching in different subjects and give feedback to teachers that helps them improve their lessons
  - pupils improve the presentation of their work.
- Increase the rate at which pupils learn in mathematics across Key Stage 2, especially the most able, by ensuring pupils:
  - can explain their reasoning when undertaking mathematical activities, using correct and appropriate mathematical language
  - use their mathematical skills in different ways in other subjects
  - improve their problem-solving skills using their own experiences and real-life situations.

## Inspection judgements

### The leadership and management are good

- Senior leaders have a clear vision for the school. This has resulted in a successful focus on improving the quality of teaching and ensuring pupils make good progress in their learning. The school has prepared effective action plans to bring about further improvements.
- The headteacher and deputy headteacher regularly check on the quality of teaching and provide good advice to teachers to help them improve further.
- Middle leaders check on pupils' progress in the subjects for which they are responsible. They do not regularly check on the quality of teaching in different subjects and provide feedback to help teachers improve.
- Senior leaders and staff hold regular meetings to check on pupils' progress. The information is used to give staff performance management targets that hold them to account for the progress of pupils they teach.
- Safeguarding meets requirements. Staff are regularly trained in child protection procedures and fully checked before being employed or working in the school.
- The curriculum covers a good range of activities and subjects, with some linked together closely. Pupils say they like this approach because it makes learning more meaningful. All pupils are included in lessons and activities, the school ensuring that everyone has an equal opportunity to learn and none are discriminated against.
- The curriculum does not provide consistent opportunities for pupils to use their mathematical skills in different subjects.
- Different activities foster pupils' personal development well. Pupils take part in different events such as the choir singing with the local town band. Younger pupils taking part in a Remembrance Service, and older pupils attending cultural festivals that celebrate different faiths and cultural backgrounds. The school has strong links with the local church, with volunteers leading assemblies based on themes around different values. These activities not only promote pupils' spiritual, moral, social and cultural development but help the school foster good relations in the local community.
- Pupils are helped to understand about the values needed to live in modern Britain and the importance of democracy and obeying the law. Pupils vote in elections to choose school council members and house captains. A local candidate standing in the last general election visited the school and was questioned by older pupils. The police visit the school to talk about their roles. Assemblies are based around themes such as tolerance and respect for others.
- Additional funding from the pupil premium is targeted on providing extra support for both individual pupils and small groups. While there are very few disadvantaged pupils, records show that the funding is helping to close the gap across the school for this group when compared with other pupils.
- The school has a wide range of sporting activities partly funded through the additional sports grant. The grant is used to hire specialist sports coaches to teach pupils and train staff in teaching physical education. The grant is also used to pay for the school to be a member of a local school sports partnership. This enables pupils to take part in competitions against other schools in sports such as football, hockey and athletics. The school tracks the difference this is making to pupils' health and well-being. This is done through both the attendance and participation of pupils and the difference activities make to their level of fitness.
- The local authority provided good support for the school as it continued to improve since the last inspection. As improvements, particularly in the quality of teaching, have become embedded, the local authority now provides a light touch for the school.
- While most parents would recommend the school to others, a small minority felt that the school did not respond well to any concerns they raised.
- **The governance of the school:**
  - Governors regularly check on the work of the school. They question senior leaders effectively about the quality of teaching and pupil achievement. Regular training is undertaken by governors, for example in safer recruitment and using information about the progress and attainment of pupils. They have a good understanding about how pupils' progress and attainment are measured, and how well the school is doing, compared with other similar schools. They ensure that the school's systems to address weaknesses in teaching and to recognise good teaching are effective. Governors set the headteacher appropriate targets that are based on the key areas for improvement in the school. They review progress towards these performance management targets at appropriate times throughout the school year.

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

- The behaviour of pupils is good. Pupils are normally polite and friendly to each other and adults in the school. They respond well and quickly to staff instructions and requests.
- Pupils are keen to learn. Very little disruption was observed in lessons, and there was none that stopped other pupils learning. On a few occasions, pupils were not focusing on their work due to activities not fully engaging them, but this did not significantly detract from the good overall standard of their learning.
- The very large majority of parents who completed the Ofsted Parent View survey felt that the school made sure pupils behaved well.
- Behaviour in the playground and in the dinner hall was generally good. Pupils say that this is normal, although some felt that a few pupils could be a bit boisterous at times at playtime

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils' attendance is above the national average and reflects their enjoyment and feeling of being safe in school.
- Pupils are taught how to stay safe when using the internet. They are also taught how to stay safe out of school through cycle and road safety training. Older pupils visit a local 'Life Centre' where they learn about being safe in different situations they may find themselves in.
- In responding to the Parent View survey, the large majority of parents thought their child felt safe at school.
- Pupils agree that they feel safe in school, and say that there is very little bullying of any kind. Through activities such as 'Anti-Bullying Week', they have developed a good understanding of what bullying is and know how to deal with it. Pupils also say they know staff will deal with any instances of bullying should it happen.

**The quality of teaching is good**

- Staff know pupils well and, as a result, relationships are good in lessons and generally around the school.
- Teachers plan lessons that build on pupils' previous learning. This helps to ensure that pupils make good progress over time in reading, writing and mathematics.
- Pupils' work shows that teachers plan activities that help pupils gain a good understanding of how to calculate, measure and use information to draw graphs.
- Pupils' mathematical understanding is not fully supported through, for example, practising their mathematical skills in other subjects and solving problems in real-life situations.
- Teachers carefully check on pupils' progress over time. This enables them to provide extra support for pupils who may be slipping behind in their learning to help them catch up quickly.
- Teaching assistants are used well to support different groups of pupils learning in lessons, especially disabled pupils or those with special educational needs.
- Pupils' work is marked thoroughly, using a consistent method throughout the school. There are occasions when teachers' comments are not precise enough to help pupils respond to the guidance given and improve their work.
- Teachers have good subject knowledge and use questioning well in lessons to challenge and extend pupils' thinking.
- In some classes, there are times when teachers do not check regularly enough on pupils' learning in lessons to ensure activities either stretch the most able or assist other pupils to fully understand what they are learning.
- Teachers routinely ensure pupils finish and produce good quality pieces of work. There is not the same consistent high expectation from teachers about the presentation of pupils' work. As a result, the presentation of some pupils' work is untidy.

**The achievement of pupils is good**

- Attainment is rising across the school. Pupils currently in Year 2 and Year 6 are on track to raise their

attainment in the national tests in reading, writing and mathematics to above the latest national average. This is an improvement on the 2014 results, which were broadly in line with the national average.

- School records, and progress seen in lessons and pupils' work, show that pupils currently in the school are making good progress overall in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make good progress, with teachers planning activities that match their abilities.
- The most able pupils make good progress overall, especially in reading and writing. Progress slows for some of the most able pupils in mathematics, especially across Key Stage 2.
- There were very few disadvantaged pupils in Year 6 in 2014 and a significant proportion of that small group joined the school at the end of Key Stage 2. This makes figures unreliable when judging whether the school is closing the gap for this group of pupils compared with other pupils in the school and other pupils nationally. In 2014, disadvantaged pupils left the school broadly two terms behind other pupils in the school and other pupils nationally in mathematics. They were approximately seven terms behind other pupils in the school and other pupils nationally in reading, and about one term behind in writing.
- Teachers' records across the school show that the gap for disadvantaged pupils is closing compared with other pupils in the school. This is because disadvantaged pupils are making progress that is as good as, and, in some cases, better than that of other groups in reading, writing and mathematics.
- School records tracking pupils' progress and attainment show that over time, progress in reading and writing is more rapid than in mathematics, especially across Key Stage 2.
- Although overall progress is good it slows because there are times when pupils are not able to explain their reasoning using correct mathematical language during mathematical activities. This leads to misconceptions and mistakes in their work.
- Pupils do not consistently have opportunities in different subjects to develop their ability to identify and record information or calculations needed to solve problems.

### The early years provision

is good

- The early years provision is a strength of the school.
- Children make good progress over time in developing their personal development skills as well as their early reading, writing and number skills.
- School records show that the large majority of children leave Reception with a good level of development, ready to continue their learning in Year 1.
- In 2014, while children's overall level of development was above the national average, it was slightly below in reading and number. Children currently in Reception are on track to leave in 2015 with a good level of development in basic reading, writing and number skills above the latest national averages.
- The early years provision is well led and managed. Leaders work effectively with external pre-school settings and parents to ensure children settle in quickly, ready to continue their learning.
- There are examples of outstanding teaching based on work and thorough preparation that includes staff robustly checking on individual children's progress. This information is used very effectively by staff to plan activities that engage and build on children's experiences and previous learning. For example, children enjoyed playing 'What's the time, Mr Wolf?' They quickly learned about telling the time in hours because they were interested in the game.
- Staff make effective use of 'e-learning journals' to record checks on children's progress. These also help parents by enabling them to be involved in sharing their child's learning experiences out of school.
- Children behave and cooperate well. They willingly share toys and equipment while learning through play.
- Relationships are good, with children clearly feeling safe and secure in the setting.
- Staff help children keep themselves safe, for example explaining about how to use play equipment safely and to stay safe when using the school's outdoor grounds.

## 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>	115738
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	462479

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Dawson
<b>Headteacher</b>	Lisa Quelcuti
<b>Date of previous school inspection</b>	13 June 2013
<b>Telephone number</b>	01684 293549
<b>Fax number</b>	01684 291783
<b>Email address</b>	admin@tirlebrook.gloucs.sch.uk

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