

Tetney Primary School

Humberston Road, Tetney, Grimsby DN36 5NG

Inspection dates

17–18 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders have not communicated effectively with parents. A minority of parents have lost confidence in school leaders as a result.
- Leaders have not insisted that policies and procedures are followed. There are inconsistencies in the school’s approach to teaching and learning, and pupils’ welfare and behaviour.
- The roles of subject and middle leaders are underdeveloped, particularly that of the special educational needs coordinator. Leaders do not have enough impact on raising pupils’ outcomes.
- Governors have not fully understood the importance of their role in securing school improvement. They have not been effective enough in holding school leaders to account for their actions.
- Teaching and learning are not consistently good. Tasks are not matched closely enough to pupils’ abilities and teachers do not respond rapidly to the emerging learning needs of pupils during lessons.
- Pupils do not make sufficient progress in a range of subjects. For example, too often pupils of different abilities undertake the same tasks in science, geography and history.
- Pupils do not take enough pride in the school environment. Staff and pupils’ attitudes to the appearance and tidiness of the school are too relaxed.
- Learning activities in the early years are not consistently well matched to children’s learning needs. Parents are not involved enough in their children’s ‘learning journey’ development records.

The school has the following strengths

- The interim headteacher has made an immediate difference to the school. She has rightly identified and prioritised areas in need of immediate improvement.
- Teaching staff have responded enthusiastically to the positive leadership of the interim headteacher. They talk of how their practice has already improved under her leadership.
- By the time they leave Year 6, pupils’ attainment in writing is consistently above the national average.
- Pupils enjoy coming to school and this is reflected in attendance that is consistently above average.

Full report

What does the school need to do to improve further?

- Increase the effectiveness of leadership and management by:
 - engaging with, and responding to, parents in a more open and constructive manner
 - ensuring that school policies, procedures and practices are fit for purpose and followed consistently by staff
 - quickly developing the roles and influence of subject and middle leaders, in particular the role of the special educational needs coordinator.
- Rapidly increase the impact of governors on school improvement by ensuring that:
 - governors fully understand the demands and obligations of their role
 - governors challenge school leaders about their actions and insist that there is good evidence to support the answers provided
 - governors hold leaders and teachers to account for the progress of all pupils.
- Ensure that the quality of teaching and learning further improves pupils' outcomes through:
 - teachers responding more quickly to the emerging learning needs of different pupils' abilities during lessons
 - teachers ensuring that learning tasks are consistently well matched to pupils' abilities in all subjects.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
 - staff and pupils play their part in creating and maintaining a tidy, well-kept school environment in which they can take pride and all pupils take pride in their appearance
 - adults consistently apply the school's behaviour policy and insist that all pupils respond quickly to instructions and requests.
- Improve outcomes for children in the early years through:
 - ensuring that children are clear about the intended learning for the activities set each day
 - closer liaison with, and greater encouragement to, parents to provide increased information on their child's development.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management **requires improvement**

- The interim headteacher has swiftly identified that the leadership and management of the school require improvement. Leaders have not always acted quickly and decisively to address parental concerns, resulting in an impression of complacency. A significant minority of parents have lost confidence in leaders' abilities to address issues promptly and effectively.
- Leaders have not insisted that school policies are followed by all members of staff. As a result, there are inconsistencies in the quality of record keeping and areas of classroom practice such as marking and feedback. A number of policies have not been clear enough in their content or communicated effectively, and this has contributed to the breakdown of relationships with some parents.
- The roles of subject and middle leaders are underdeveloped, particularly that of the special educational needs coordinator. Senior leaders have not monitored and evaluated subject and middle leaders' work rigorously enough in the past to hold them accountable for improvements in their areas of responsibility. Subject and middle leaders have not consistently shown the understanding, determination and tenacity needed to ensure improving outcomes for pupils, for example in pursuing additional support for pupils who have special educational needs or disability.
- The recently appointed interim headteacher has wasted no time in identifying and prioritising the actions needed to improve the school. She has evaluated the school's performance accurately, rectifying a previously overgenerous analysis. Staff appreciate her positive style of leadership and the renewed sense of purpose this has brought. Teachers speak of the greater clarity of instructions they are receiving and the confidence they have already gained in this very experienced practitioner to deliver school improvement.
- The local authority has acted decisively to improve the school. Local authority advisers have significantly increased their involvement with the school, and implemented an effective and far-ranging plan that is already bringing about school improvement. A strong example of this is the impact of well-targeted staff development such as the Developing Teacher Programme. The two teachers currently involved in this aspect of professional development spoke of how it has improved their practice, with work in pupils' books showing accelerated improvement since the teachers' training began.
- The school's curriculum ensures that pupils receive an appropriate balance and breadth to their learning. Pupils' spiritual, moral, social and cultural education is well catered for because teachers take every opportunity to include the values of the school in lessons. The school's values clearly promote the fundamental British values of tolerance, respect and democracy, with older pupils explaining how these values are reflected in their everyday school life, for example through elections to roles of responsibility such as the school council and house captains.
- School leaders utilise additional funding effectively, particularly the physical education and sports grant which has increased pupils' participation and provided ongoing training for staff to improve their teaching skills. The impact of the pupil premium has been less well monitored and evaluated for impact in the past. The interim headteacher has already begun to address this and has a clear vision of how the impact of this funding can be increased further.
- **The governance of the school**
 - Governance has not been strong enough in the past. Governors are not as clear about their responsibilities as they need to be. They do not fully understand the role governors must play in both challenging school leaders and maintaining positive links with parents. For this reason, the school would benefit from an external review of governance.
 - Minutes from governing body meetings show that governors have taken too much on trust and have not challenged school leaders enough. While there is evidence of governors monitoring the school through regular visits and access to pupil performance information, they have been over-reliant on pupils' attainment as a measure of the school's success. As a result, senior leaders have not been held sufficiently to account for their actions in bringing about sustained school improvement.
 - Governors are ambitious for the school and its pupils. They play a part in the management of teachers' performance and know their responsibilities in relation to the use of the pupil premium and the physical education and sports grant. However, they need to scrutinise the impact of this funding in greater detail to ensure that it is used efficiently to improve pupils' outcomes.

- The arrangements for safeguarding are effective. The interim headteacher, in association with the local authority, has reviewed and improved previous procedures to ensure that the school meets statutory requirements. Procedures for dealing with accidents and incidents of poor pupil behaviour are clearer and better documented. Leaders analyse records regularly to identify trends and adjust school practices accordingly. All staff are trained in safeguarding and first aid, with a number trained in paediatric first aid. Pupils are taught about how to keep safe in a variety of situations and about the potential risks posed by extremism and the internet.

Quality of teaching, learning and assessment requires improvement

- Teachers are not sharp enough at identifying the different learning needs of pupils as lessons progress. At these times, tasks are not as well matched to pupils' abilities as they need to be and pupils lose interest. As a result, there are periods during lessons when some pupils are not learning as much or as quickly as they could.
- Pupils' work shows that teachers are not consistent in taking sufficient account of the range of pupils' abilities when planning learning tasks. Too often, pupils of different abilities undertake the same tasks which can be too challenging for the least able and not challenging enough for the most able.
- Teachers have responded positively to external support from the local authority and guidance from the interim headteacher. They are quickly adapting their practice to improve outcomes for pupils. There is greater consistency in their feedback to pupils on how to improve their work. The impact of this is stronger in some classes, particularly where teachers follow the school's policy and make time for pupils to respond to feedback on how to improve their learning.
- Leaders have developed a new assessment system for reading, writing and mathematics which teachers use with increasing confidence. Lesson observations and the scrutiny of pupils' work, from this and partner schools, are used to confirm teachers' judgements. Leaders' expectations that teachers substantiate their judgements with a strong body of evidence is ensuring that assessment is as accurate as possible.
- Teachers monitor the performance of different groups of pupils to ensure that no one falls behind. Disadvantaged pupils and those who have special educational needs or disability receive additional support from teachers and teaching assistants, and this helps them to make progress in lessons. These adults choose their questions carefully to ensure that pupils of all abilities have opportunities to embed and deepen their understanding of key skills and knowledge.
- Teachers have put routines in place to help pupils know what they are expected to learn. Pupils are encouraged to reflect on their learning after each lesson and often help each other when looking at ways to improve. Pupils are able to talk about their learning and what they need to do to improve further.
- Teachers place a high priority on the development of writing skills. Pupils' writing is well presented and there are opportunities to write extended pieces over prolonged periods. Pupils are eager and enthusiastic writers. For example, in Oak class, Year 1 and 2 pupils were keen to write their versions of the story 'Whatever next', following opportunities to rehearse their stories verbally. The pupils delighted in wearing colanders as helmets and sitting in cardboard box rockets as they imagined, and told, their stories of travelling into space, just as the main character of the book does.
- Pupils of all ages read regularly and fluently. They are taught to use phonics skills confidently as a result of effective teaching. Pupils use these skills to good effect when faced with new or unusual words. By Year 6, pupils enjoy reading for pleasure with a number commenting that they would like to use the school's library more often to access a range of books.
- Pupils are provided with many opportunities to use and apply their mathematics knowledge. In Sycamore class, Years 3 and 4 pupils were thoroughly absorbed in using a range of skills such as number lines to solve time-related problems. Pupils were also able to discuss their preference for digital or analogue clocks, using this preference to help them address the problems set by the teacher.

Personal development, behaviour and welfare **requires improvement**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils are not encouraged to take pride in their appearance or their school. Pupils are not set a good enough example by staff because significant areas of the school and its grounds are untidy and not well kept. Pupils add to this through a lack of care for communal areas such as cloakrooms. School leaders have been too relaxed about pupils' attitudes in the past and staff do not challenge pupils about how their uniform is worn.
- Pupils' spiritual, moral, social and cultural welfare is well catered for through the curriculum and the values of the school. Pupils are confident when talking to adults, showing courtesy and respect towards each other and their opinions. Older pupils were keen to discuss what they had learned, sharing their knowledge and ideas with the inspector in a mature and engaging manner.
- Older pupils enjoy a variety of opportunities to undertake roles of responsibility, recognising that their election to these posts is a good example of British values in action. They talk enthusiastically about the four houses in school, with house captains explaining that they have to make a speech before being democratically elected to their role. Pupils explain the role of 'values councillors' and the development of this position in response to concerns that the school's values did not have a high enough profile with pupils. These councillors now highlight one of the school's values each month (currently self-belief) and recommend pupils who represent a particularly good example of that value for awards and praise.
- Teachers and teaching assistants ensure that all pupils are treated with dignity and respect. They work to keep pupils safe and recent reviews of policies and procedures to keep pupils safe from harm have further improved this aspect of the school. Pupils are able to explain how to keep themselves safe from harm in a variety of situations, such as using the internet and sharing the roads with other users, through 'bikeability' sessions.

Behaviour

- The behaviour of pupils requires improvement. On too many occasions, pupils are slow to respond to adults' instructions. This is because adults are not consistent enough in their application of the school's behaviour policy.
- Pupils enjoy coming to school and this is reflected in annual attendance that is consistently above the national average. Parents, including those who expressed dissatisfaction with aspects of the school, were at lengths to stress that their children relish coming to school each day. Parents were also keen to tell the inspector that pupils are quick to adopt the school's values and these are evident in their behaviour and conduct within the local community.
- Pupils are courteous to adults and each other. They cooperate and collaborate well with each other during lessons. Pupils in Years 5 and 6 are adamant that episodes of bullying are very rare and have complete confidence in adults to address any concerns quickly and effectively. One pupil commented, 'Teachers really listen to you. Any of the staff are happy to talk to you', with another saying that 'Teachers are the guardians to our big family.'

Outcomes for pupils **require improvement**

- Outcomes for pupils require improvement because groups of pupils, such as the most and least able, do not make as much progress as they could across a wide range of subjects. Teachers are not consistent in considering pupils' abilities and prior knowledge, and this results in all pupils being given the same tasks on too many occasions. This is particularly evident in pupils' topic books covering subjects such as science, history, geography and religious education.
- Children enter the early years at levels of development which are broadly typical for their age. Published pupil performance information shows that pupils' attainment at the end of key stage 1 has improved over the last two years. In 2015, the proportion of pupils attaining at the higher levels exceeded the national average in reading, writing and mathematics.
- By the end of key stage 2, pupils' attainment is consistently above the national average in writing. In reading and mathematics, historic attainment has been broadly in line with national figures. However, attainment in these subjects was stronger in 2015 when the national average was exceeded in both. Pupils' attainment at the higher levels was above the national average in writing and mathematics. As a result, the majority of pupils were well prepared for the next stage of their education.

- Historically, pupils' progress in writing is much stronger than in reading or mathematics. In 2015, pupils leaving Year 6 had made very good progress during their time in key stage 2. In reading and writing, the proportion of pupils making more than the progress expected of pupils their age exceeded the national average. The small number of pupils who were disadvantaged or who had special educational needs or disability all made the progress expected of pupils their age, with the majority of disadvantaged pupils making more than expected progress.
- Leaders identify disadvantaged pupils and those who have special educational needs or disability on pupil progress tracking documents to ensure that their progress and attainment are carefully monitored. Teachers identify any additional support or interventions, evaluating the impact of these to ensure that resources are not wasted. As a result, these groups attain at levels that are broadly in line with those seen nationally for similar pupils. However, the gap between these groups and all pupils nationally is not narrowing as quickly as it might.
- Current assessment information shows that pupils are making progress across all year groups. This is supported by work seen in pupils' books. Senior leaders and teachers set attainment targets for each year group and these are linked to teachers' performance objectives. Leaders undertake termly reviews of pupils' progress with teachers. Although these have not been as regular this year as a result of leadership changes, this does not appear to have had a significant impact on pupils' progress.

Early years provision

requires improvement

- The quality of teaching in the early years is not consistently good. Staff do not plan activities provided in the continuous provision consistently well in response to children's learning needs. While activities engage the children, they are not clear about the intended learning of the activity. As a result, children do not maintain sustained concentration and their attitudes to learning are not as strong as they could be.
- The early years leader has not done enough to ensure that parents contribute regularly to their children's 'learning journey' development records. Too much of children's records of development and achievement is dependent on the school-based assessments made by staff. The leader has not been tenacious enough in promoting the importance of this home to school link with parents. Consequently, opportunities to build on children's learning away from school have been lost.
- The early years leader has a good understanding of her role and the responsibilities that come with it. She has an accurate picture of the strengths and areas in need of further improvement in the early years. She has worked closely with external support this year to improve the teaching environment, both indoors and outdoors, and has a much clearer vision of what good early years education looks like.
- Staff promote early language acquisition effectively. They are skilled in the teaching of phonics (sounds that letters make) and this provides a solid foundation for children's reading skills. Having identified children's writing as being less strong on entry this year, staff have introduced additional writing lessons and ensured that there are a wide range of opportunities to develop children's moving and handling skills. For example, children were using loose-leaf tea infusers to lift and move small objects as a method of developing their fine motor skills and hand strength and coordination.
- Children are well prepared for the next stage of their education as, historically, the majority make at least the progress expected of children of that age. The proportion achieving a good level of development is consistently above the national average. The teacher and teaching assistant are always on the lookout for evidence of children's development and children's learning journey documents are packed with photographs and comments that evidence their progress and attainment.
- Children are safe and feel safe in the early years. Statutory welfare requirements are met. Procedures for safeguarding and protecting children from harm are effective. Parents speak highly of the early years staff and comment on the quality of communication and contact regarding their children's welfare and progress.
- Early years staff promote positive behaviour and children enjoy it when their adults catch them 'being good'. Children collaborate well with each other, usually listening attentively to their classmates and offering their own opinions. However, when not closely supervised or when tasks are not well matched to their abilities, a number of children can become distracted and their learning is limited as a result.

School details

Unique reference number	120482
Local authority	Lincolnshire
Inspection number	10018933

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Anne-Marie Fearn
Interim Headteacher	Susan Beveridge
Telephone number	01472 812074
Website	www.tetney.lincs.sch.uk
Email address	enquiries@tetney.lincs.ch.uk
Date of previous inspection	6–7 December 2011

Information about this school

- Tetney Primary School is smaller than the average-sized primary school.
- Pupils are taught in single and mixed-age classes. Children in the Reception class attend full time and are taught in a mixed-age class with Year 1 pupils.
- Virtually all pupils are of White British heritage and there are very few pupils who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is well below the national average. This funding provides extra support for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average.
- In 2015, the school met the national floor standards for key stage 2 achievement.
- The school is currently being led by an interim headteacher, who has very recently taken charge due to the prolonged absence of the substantive headteacher.

Information about this inspection

- The inspector observed learning in 10 lessons. He observed the teaching of early reading skills and listened to pupils reading. He also talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Meetings were held with the school's senior, subject and middle leaders, and representatives of the governing body. The inspector also spoke to two representatives from the local authority.
- The inspector spoke to parents informally at the start of the school day, met with another parent at their request, and had telephone conversations with a further two parents. He took account of the 28 responses to Ofsted's online questionnaire, Parent View, and the pupil and staff questionnaires.
- The inspector looked at a range of documents including the school's own self-evaluation of the quality of teaching and learning; the school's most recent information on the achievement and progress of pupils; information provided to families; information relating to the safeguarding of pupils and the school's most recent data relating to the attendance and punctuality of pupils.
- The inspector considered the range and quality of information provided on the school's website.

Inspection team

Stephen McMullan, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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