

Tetney Primary School

Humberston Road, Tetney, Grimsby, Lincolnshire DN36 5NG

Inspection dates

7–8 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has provided strong leadership and a clear direction for the school. She is well supported by staff and governors who share her ethos of continuous improvement.
- Leaders have ensured that there is a consistent approach to teaching across the school. They have made regular checks and acted swiftly to rectify any weaknesses. The quality of teaching and learning is now good.
- Governors understand their roles and responsibilities. They provide effective challenge to leaders and evaluate with accuracy how well the school is doing.
- Communication with parents and carers has improved since the previous inspection and is now good. Parents appreciate the opportunity to speak with staff on the playground each day.
- Teachers provide pupils with opportunities to apply their knowledge and explain how they have worked something out. Teachers check pupils' understanding and address any misconceptions.
- Pupils edit and improve their written work. They choose more interesting words and check their punctuation. However, they do not systematically check the accuracy of their spelling.
- Teachers use assessments to ensure that work is matched well to pupils' abilities. However, there are occasions when the most able pupils are not challenged sufficiently.
- The curriculum is rich and varied. Pupils build on what they have learned before. They enjoy a wide variety of subjects and are keen to pursue their learning at home.
- The teaching of phonics has improved. Pupils learn to identify sounds and use these to decode words fluently. All pupils reach the required standard in the phonics screening check.
- Pupils' additional needs are quickly identified. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make strong progress from their individual starting points.
- Pupils behave well. They are responsible and care for the environment around them. They have pride in their appearance and in the school.
- Children in early years settle quickly. They become independent learners who enjoy exploring a well-planned curriculum. They are well prepared for the next stage in their learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning, by ensuring that:
 - teachers challenge the most able pupils consistently, so that a greater proportion achieve the higher standard by the end of key stage 2
 - pupils' use of strategies, appropriate to their age, improves, so that they spell words accurately.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has galvanised the staff team to work together to provide the best for each pupil. She has instilled a sense of pride and purpose in the school. This is shared by pupils, staff, parents and governors. The school is a nurturing community. Parents praise the warm and caring atmosphere and pupils are flourishing.
- Following the previous inspection, some turbulence in staffing affected teaching and learning. Leaders have now ensured that there is stability and a consistent approach to teaching and learning throughout the school.
- Leaders have an accurate understanding of the school's strengths and plan to build on these further. Their plans are sharply focused and reviewed regularly. There is an ethos of continuous improvement.
- Subject coordinators understand their roles and responsibilities. They have a thorough subject knowledge which they share with their colleagues. They discuss with each other what could be improved and check to see whether these improvements have been made. This thorough approach has improved the quality of teaching and learning throughout the school.
- Leaders and governors ensure that additional funding such as the pupil premium is targeted well at the individual needs of the pupil. They check regularly that this is having an impact on pupils' achievement. Disadvantaged pupils are now making stronger progress.
- The local authority has provided effective support for leaders at all levels. Leaders have made good use of this expertise. These reviews have added further rigour to the improvements being made.
- The curriculum is broad and engaging. Leaders have ensured a wide coverage of knowledge in the different curriculum areas. They have structured the curriculum so that pupils are building on what they have learned before.
- Leaders place a strong emphasis on opportunities for pupils to develop an understanding of values. Pupils are tolerant and understand the importance of treating everyone equally. They can explain how voting makes choosing fair and how their school's rules mean that everyone can live together happily. Leaders promote pupils' spiritual, social, moral and cultural development effectively. Pupils are well prepared for life in modern Britain.
- Leaders use the primary physical education (PE) and sport premium to widen pupils' experiences of different sporting activities such as archery and badminton. They check what pupils enjoy and make changes if necessary. More pupils are now taking part in activities during the day and after school than previously.
- The coordinator for pupils with SEND has a thorough knowledge of pupils' additional needs. She works closely with staff and parents as she evaluates how effective the support that the school provides is. Improvements in leadership and greater consistency in the quality of teaching are helping these pupils to make strong progress.
- Parents are overwhelmingly supportive of the leadership of the school. They recognise

the improvements that the new headteacher and her team have made.

Governance of the school

- Governance has improved considerably since the last inspection. Governors have worked effectively, with external guidance, to improve the way in which they work with the school. They have clearly defined roles and responsibilities and meet staff regularly to support and challenge their work.
- The governing body has a clear understanding of what the school has done well and what it now needs to do to improve. Governors use the knowledge from their monitoring visits as well as other information about the school to hold the headteacher to account.
- Governors are ambitious for the school to provide the very best for all pupils. They work closely with the headteacher to achieve further improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that appropriate checks are carried out on individuals who work in school. Training is up to date and all staff understand what they must do if they have any concerns about a child's safety.
- Leaders are persistent in seeking support for vulnerable pupils and their families. They monitor pupils' attendance closely to look for any patterns of absence. They work well with external agencies to provide advice and improve the well-being of pupils.
- A well-planned curriculum ensures that pupils understand how they can keep themselves safe. They can explain what they should do if they receive an unkind message on their phone, as well as how to keep themselves safe near roads. They learn lifeguarding skills to help them to be safe around water.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of pupils' conduct. There is a warm but stimulating atmosphere in the classes and pupils are well motivated to learn.
- The teaching of phonics is effective. Teachers use regular assessments and careful observations to spot when pupils have not learned a particular sound. Swift intervention and monitoring ensure that no pupil is left behind. They can blend sounds to read simple words and write their own sentences.
- Teachers help pupils to answer questions based on what they have read. For example, pupils in key stage 1 were able to find out from a timeline when Halley's Comet will next be seen from earth. Pupils build on the early fluency that they have gained to predict what will happen next in a story they are reading. They can give reasons for their predictions.
- In key stage 2, pupils read with expression and understand the humour in the texts. By the end of key stage 2, they have distinct preferences for genres, such as fantasy, or

for non-fiction such as physics or astronomy.

- Teachers carefully explain new concepts and vocabulary in mathematics. Teachers provide opportunities for pupils to use different methods fluently. Teachers spot misconceptions, but skilfully allow pupils the time to think through errors that they have made so that pupils can see where they have gone wrong. Teachers ensure that pupils thoroughly understand what they have been taught.
- Teachers challenge pupils to apply what they have learned to a range of mathematical problems, such as dividing larger units of capacity. They ask pupils to explain their solutions. Pupils respond to this with enthusiasm and are keen to prove what they know. However, there are times when the most able unnecessarily repeat work that they already understand.
- Teachers provide opportunities for pupils to write in a range of genres. Teachers have high expectations of the way in which pupils present their work. Pupils generally write in a fluent style. Teachers expect pupils to check their punctuation and to improve the words that they have chosen for effect. Pupils understand that it makes their writing better. However, they do not yet systematically check their written work to improve their spelling. Pupils lack strategies to identify the spelling of a word of which they are unsure.
- Teachers have secure subject knowledge and plan learning which builds effectively on what pupils already know. They give pupils the opportunities to make links between their learning. For example, pupils' knowledge of how Stone Age weapons were made helped them when they drew and labelled plans for Anglo-Saxon axes and swords. Pupils are enthused by this approach.
- Teachers ensure that pupils learn about a wide range of cultures and faiths. For example, pupils study Islamic art and explore the story of Rama and Sita as they learn about the Hindu festival of Diwali.
- Teachers stimulate pupils' interest. Pupils enjoy exploring different pulses and rhythm in music. Teachers encourage pupils to cooperate well in their learning, such as through using role play and drama to explore stories. Pupils enjoy visits to local museums and heritage sites and explain how these trips and experiences bring their learning to life.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders identify pupils who lack self-esteem. Well-planned interventions which are closely monitored ensure that pupils' needs are met. Parents who spoke with the inspector praised the improvements in their children's confidence. Pupils are happy to go to school and keen to share with parents and carers what they have been learning.
- Pupils grow in confidence and become articulate and confident learners. They are unafraid to make mistakes and respond well to challenges. They listen with respect to staff and to each other. Pupils enjoy making choices, such as how money that they raised should be used to improve the resources in their classrooms. They are polite and

courteous to adults and to each other. They take pride in their smart appearance.

- Pupils told the inspector that there is no bullying. They explained that there are a few occasions when pupils fall out, but this is rare. They felt that there is always a member of staff available who will listen to a concern that they have, and that any problems are always resolved.
- Well-planned assemblies help pupils to talk about the values that they share as a community, such as thankfulness at harvest time. Pupils are keen to help others and enjoy their links with the community.

Behaviour

- The behaviour of pupils is good.
- Pupils are eager to learn. They listen attentively and think carefully about their work. They follow instructions quickly and so the flow of learning is continuous. Pupils show pride in their work. Their workbooks are neat and well presented. Pupils look after the school around them, for example by ensuring that the cloakrooms are tidy.
- Leaders monitor attendance closely. They ensure that parents and carers understand that their children need to attend school each day. Leaders have worked successfully with outside agencies to improve attendance, which is now above the national average. Persistent absence is rare.

Outcomes for pupils

Good

- Children in early years make strong progress from their starting points. By the end of early years, the proportion of children attaining a good level of development is higher than the national average.
- Pupils make a flying start with early reading. All pupils attained the required standard in the phonics screening check in 2017 and provisional data shows that this was also the case in 2018.
- Provisional data shows that outcomes at the end of key stage 1 declined in writing and mathematics in 2018. Leaders have identified the reasons for this and have a clear plan in place to ensure that this is not repeated. A more settled teaching staff has led to stronger progress in key stage 1. Examination of the pupils' workbooks and the school's own data shows that pupils' attainment is rising.
- Current pupils make strong progress throughout the school. Scrutiny of the work in pupils' books and rising attainment demonstrate this. Provisional information shows that the proportion of pupils in 2018 who attained the expected standard in reading, writing and mathematics at the end of key stage 2 was well above the national average.
- Additional funding is used with precision to close the gaps in attainment between disadvantaged pupils and their peers. By the end of key stage 2, the proportion of disadvantaged pupils attaining the expected standard in reading, writing and mathematics is consistently higher than for others nationally.
- The school's current assessment information shows that most pupils with SEND are

making strong progress from their individual starting points. The school has provided additional support for some pupils and checked that it is having the desired impact.

- Few pupils achieve the higher standard in reading, writing and mathematics by the end of key stage 2. No pupil has attained the higher standard in a combination of all three subjects in the past three years.
- Pupils make strong progress in a range of subjects, such as science. They build on prior learning and their increasing understanding of scientific concepts. They can use their scientific knowledge to design their own tests by the end of key stage 2.

Early years provision

Good

- The leader for early years has brought about clear improvements to the setting. Her evaluation of its strengths and weaknesses is accurate. She has made good use of external support and advice to ensure that the setting gives the children the best possible start to school life.
- Leaders have ensured that the different areas in early years are inviting and attractive. They plan how they can improve this further. They listen to children's suggestions about this and involve them in the decision making. For example, the children wrote to persuade the headteacher to allow them to have pets in their classroom.
- Staff adapt their teaching to reflect children's interests as well as providing them with new opportunities to explore. Teachers' questioning encourages children to think carefully. Staff use their assessment and observations to extend children's learning. For example, they change the tools that children use to encourage independence.
- Children cooperate well with each other. They solved problems, such as not having enough knights to guard a castle, by using their imagination. They worked together in the sand to build and decorate sand castles and share resources fairly.
- During phonics sessions, children showed that they have learned many new sounds and are beginning to blend them effectively. Staff monitor their progress carefully. They provide additional help to ensure that no child is left behind.
- Parents contribute to the records of their child's progress. Workshops, such as the 'sleepover time', pass on ideas about how to share a story with young children. Phonics sessions explain how early reading is taught. These are well attended and widely appreciated by parents.
- Leaders have built strong links with other providers. Transition sessions enable young children to begin to know the setting and the staff. Parents are pleased with how quickly children settle. They value the good communication with staff.
- Children's needs are quickly identified. Staff work closely with outside agencies who provide additional advice. Staff involve parents, so that they understand what the school is doing to help and how they can offer further support.
- Children become independent learners. For example, they can choose how they want to record their mathematics independently. Children enjoyed using the outdoor area to explore the shapes that they saw in rangoli patterns. They could select how they wanted to make their own patterns. Children are well prepared for the curriculum in

Year 1.

School details

Unique reference number	120482
Local authority	Lincolnshire
Inspection number	10053093

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Tarnia Roberts
Headteacher	Sarah Addison
Telephone number	01472 812074
Website	www.tetney.lincs.sch.uk
Email address	Sarah.Addison@tetney.lincs.sch.uk
Date of previous inspection	20 June 2017

Information about this school

- The school is smaller than the average-sized primary school. Pupils are taught in mixed-age classes.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium is broadly in line with the national average.
- The proportion of pupils with SEND is higher than the national average.

Information about this inspection

- The inspector observed teaching and learning in all year groups. Seven of these observations were accompanied by the headteacher. She scrutinised pupils' work with the headteacher.
- The inspector met with the headteacher and middle leaders. She also met with three governors and spoke to a representative of the local authority.
- The inspector scrutinised documents, including the school development plan, subject action plans, school policies, records about behaviour and safeguarding, attendance reports, and records of visits from the local authority.
- The inspector listened to pupils read. She spoke with groups of pupils formally, and informally with pupils during lessons, and at breaktimes and lunchtimes.
- The inspector talked with parents at the beginning of the day and took account of the 22 opinions expressed on Parent View. She considered the nine responses to Ofsted's online staff questionnaire.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

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