



# Tetney Primary School

## Inspection Report

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**Unique Reference Number** 120482  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280825  
**Inspection dates** 29 June 2006 to 30 June 2006  
**Reporting inspector** Mr. Roger Fry AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Humberston Road
<b>School category</b>	Community		DN36 5NG
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01472812074
<b>Number on roll</b>	136	<b>Fax number</b>	01472816546
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Jeff Fieldsend
<b>Date of previous inspection</b>	10 April 2000	<b>Headteacher</b>	Mrs. Helen Channing

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This small school serves the village of Tetney and surrounding area. Children's attainment on entry is broadly average. A very low proportion of pupils are entitled to free school meals. The majority of pupils are from White British backgrounds. The number of pupils with learning difficulties or disabilities is average. Five pupils have statements of special educational need, which is a higher than average proportion.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Tetney Primary School views itself as a satisfactory school. The inspection agrees, and also confirms a number of good features. The quality of the provision in the Foundation Stage is good. Most children reach the standards expected by the end of Reception and some exceed them. Pupils' achievement is satisfactory. Pupils left the school with average standards in mathematics and science and above average standards in English in 2005. They make good progress in Years 1 and 2, but pupils' progress is not as good in Years 3 to 6. Too few pupils, for example, reach higher than average standards in mathematics and standards in science are lower than in other subjects. The school has identified that writing standards are not as high as they could be, particularly in Years 3 to 6. Pupils' personal development is good. Three pupils said, 'Its ace here; you're never bored; I've always got a friend.' The teaching is satisfactory overall and good in Reception and in Years 1 and 2. However, there are inconsistencies in teachers' planning for pupils with different capabilities, which at times restrict pupils' progress in Years 3 to 6. Relationships in class are good and work is often interesting, but pupils' understanding of how they can improve is limited because teachers do not write enough comments on pupils' work. Standards of care are good. Pupils with statements of special educational need receive good quality care and support from teaching assistants. The school's curriculum is satisfactory. The excellent outdoor facilities enhance the education pupils receive. Leadership and management are satisfactory. Governors' gathering of first hand information about standards and quality is not systematic enough and governors' committees are not functioning efficiently. The headteacher and deputy headteacher provide good leadership, but subject coordinators do not spend enough time making checks on pupils' standards and progress. The school's self-evaluation is accurate and the school has resolved all the key issues from the last inspection. The school has the capacity to make further improvements and provides satisfactory value for money.

### What the school should do to improve further

- Improve the consistency of teaching in Years 3 to 6 to raise standards in writing, mathematics and science.
- Develop pupils' understanding of how they can improve through the use of more detailed marking of their work.
- Re-establish the work of the governing body's committees and improve the governors' role as critical friends to the school.
- Develop the role of subject coordinators, so that they analyse information about pupils' progress, establish trends, plan to remedy weaknesses and measure the impact of changes made.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children's attainment on entry to school varies yearly but is broadly average. Almost all children attain and some exceed the standards expected of five-year-olds by the time they enter Year 1. Pupils make good progress

from Reception to Year 2 and reached above average standards in reading, writing and mathematics in 2004 and 2005. This year, teachers' assessments indicate that pupils' standards in Year 2 in reading and mathematics again exceed those normally expected by this age. Pupils' progress is not as good in Years 3 to 6, because the teaching is not consistently effective in these year groups. Pupils in Year 6 left the school with average standards in mathematics and science and above average standards in English in 2005 but some pupils could have done better. Whilst most pupils met quite challenging targets for English and science, fewer succeeded in mathematics. Standards in science have also frequently been lower than in other subjects. Standards are unlikely to rise this year, because the present Year 6 was a lower performing year group when pupils entered Year 3 and a third has learning difficulties. Nevertheless, the unpublished results from the 2006 national tests indicate that pupils currently in Year 6 have made satisfactory progress in English and science but not in mathematics. Furthermore, the school's records for Years 4 and 5 show that standards are set to rise after a period of decline since the high in 2003. Many pupils currently in Year 5 are already working at a level expected of Year 6 pupils. Pupils with statements of special educational needs across the school make good progress because they receive good extra help in class and there are good links with external agencies who advise the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school and their attendance is above average. Pupils have good attitudes to work and readily do their best. Most pupils have a keen sense of right and wrong and behaviour in lessons is consistently good. Relationships are good because pupils respect the views and beliefs of others. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils' successes are celebrated with enthusiasm in class and during assemblies. Pupils are thoughtful and sensitive. The school recently listened intently to a local secondary school's band play a range of songs. Pupils were enthralled when two members of the band sang solos. Physical education, additional sporting activities and the school's drive for eating healthily ensure that pupils learn to keep fit and well. The school council gives pupils a clear say in school life. One pupil councillor said of the council, 'It's really, really good.' Members maintain a good safety display in the corridor which explains to pupils some of the dangers in life to avoid. The 'playground friends' enjoy helping anyone who is lonely. Pupils contribute to the wider community by singing at events locally and by raising funds at Summer Fairs. Pupils gain some insights into the world of work and work well in teams. They are acquiring the key skills necessary for the next stage of their education satisfactorily.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall. Children in Reception and in Years 1 and 2 learn at a good pace because staff provide a blend of well organised play and practical activities, as well as the systematic teaching of key skills, such as writing and counting. Good teaching in Years 1 and 2, for example, leads to pupils' good progress with adding several numbers in their heads. Pupils have been taught ways to do this reliably and quickly. Teaching in Years 3 to 6 is satisfactory, but is not consistent between classes. In one lesson, pupils enjoyed seeing how much water different shaped containers held and tried hard to work out which would hold the most. However, teachers' planning does not always pitch lessons at the right starting points for all pupils and work can be too easy or too difficult, which slows pupils' progress. At times the work pupils have takes too much account of pupils' ages and not enough of their abilities in mixed age classes. Teachers mark pupils' work regularly but do not always give pupils enough idea about how they can improve. Teachers work closely with teaching assistants by sharing lesson targets. This approach adds positively to the learning of all pupils, but especially for those with statements of special educational need, who learn well.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and meets national requirements. The Foundation Stage curriculum places good emphasis on practical and outdoor activities, which stimulate and engage children. Staff modify the curriculum effectively so that those with learning difficulties are fully included in what others in class are doing. The school acknowledges that there are times when pupils do not comprehend ideas as well as they need to in science and mathematics. The school fittingly emphasises the teaching of literacy, numeracy and information and communication technology (ICT) skills that are valuable in many subjects. The school is gradually rewriting aspects of the curriculum to underline more investigative and hands on ways to organise lessons to improve pupil's understanding of ideas, in order to raise standards. A good range of educational visits and special events enrich the curriculum, promote enjoyment in learning and contribute effectively to pupils' academic and personal development. The pen pal link with a school in the Bronx, New York, is particularly effective in doing this.

### Care, guidance and support

#### Grade: 3

Standards of care are good. Arrangements for safeguarding pupils' health, safety and well-being are thorough. There are good arrangements for welcoming and settling children into school and for easing their transition to secondary school. Pupils have confidence in teachers and other staff and know who to turn to with worries or

concerns. Pupils feel safe because supervisory staff are vigilant at lunchtimes and take effective action to counteract any unacceptable behaviour. Many parents feel that communication between school and home has improved since the last inspection and that the school takes account of their opinions. The headteacher has devised a good method of tracking pupils' progress. Charts show how they are progressing and any pupils who are underachieving soon become evident. This initiative is relatively new. Pupils have an adequate understanding of their personal targets overall, although this varies between classes. Teachers do not always give pupils enough written clues about how they can improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and deputy headteacher provide good leadership. They have the confidence of staff, governors and most parents and have the school moving forward. The headteacher has introduced a good programme of checks on pupils' learning in lessons. The school's evaluations of the quality of its work are accurate and include pupils' and parents' views. Planning for school improvement is thorough but the effects of this process have not yet had time to show in key areas, such as in the consistency of teaching. All issues from the previous inspection have been addressed and the school has the capacity to improve further. The staff work as a close team. There is increasing attention to detail, such as the headteacher's close analysis of pupils' results and taking steps to remedy weaknesses found. Subject coordinators have yet to fully engage in the process of looking for trends in pupils' progress and to evaluate the effects of changes made to the provision. Governance is satisfactory. The governing body is supportive and has an adequate oversight of the school's work through its checks on the school improvement plan. However, governors' gathering of first hand information about standards and quality is not systematic enough and detracts from their capacity to provide challenge and to contribute effectively to the school's improvement. Governors' committees are not functioning as efficiently as they could and rely too heavily on the headteacher to organise their work. The school works closely with parents and organisations to ensure that pupils, such as those with statements of their special educational need, receive good support. There are also good formal and informal links with other schools. For example, the school works closely with others nearby to improve pupils' writing skills. Such links, for the purpose of mutual support and the sharing of expertise benefit staff and pupils alike.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I am sure that you remember my visit to your school a little while ago. Thank you for making my visit worthwhile and for taking time to talk to me and to answer my questions. I thought that you would like to hear about what I found out. There are many good things happening in your school. - You make good progress in Reception and in Years 1 and 2. - You enjoy school because teachers and other adults care for you and help you to learn. - Those of you who find learning difficult get the help that you need. - You work hard and get on well with one another. - The school council is working well. - Staff make sure that you are safe. - Mrs Channing has a lot of good ideas to help improve the school. She is a good leader. There are some things that could be even better. I have asked teachers to. - Help you do better in writing, mathematics and science in Years 3 to 6. - Write more comments on your work so that you can improve faster. - Improve the way that they gather and use information about the progress you make. - I have asked Governors to keep a closer watch on how you are getting on. I hope that you will all keep on working hard and doing well.