

# Tirlebrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	115738
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290323
<b>Inspection dates</b>	13–14 March 2007
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Kisby
<b>Headteacher</b>	Peter Goodger
<b>Date of previous school inspection</b>	1 October 2001
<b>School address</b>	Brensham Road Newtown Tewkesbury GL20 8EW
<b>Telephone number</b>	01684 293549
<b>Fax number</b>	01684 291783

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Tirlbrook Primary School is smaller than average and serves a relatively advantaged local community. Some pupils come from further afield. The proportion of pupils who are entitled to free school meals is low and almost all pupils are White British. The proportion of pupils with learning difficulties is below average but is increasing. The school is undergoing considerable rebuilding. The school has gained Activemark and a Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory and pupils' personal development and well-being are promoted well. Parents are very supportive of the school and appreciate the care and family atmosphere provided. One comment captures the views of many: 'I know that should I have any problems I could approach any member of staff or the headteacher.' Pupils' personal development is good and is reflected in their responsible behaviour, their above average attendance and their positive attitudes to learning. Relationships between staff and pupils are very good and enable pupils to gain confidence and feel safe. The school gives high priority to pupils' pastoral care. However care, guidance and support are satisfactory overall because the school does not monitor pupils' progress in English closely enough or provide clear advice to pupils on how to improve their work. Standards are broadly average. By the end of Year 6 they are above average in mathematics and science and slightly below in English. Pupils make good progress in mathematics and do particularly well in science. Although achievement overall is satisfactory, pupils' progress in English slows down in Years 3 to 6. In the Reception class, temporary accommodation restricts the range of outdoor activities that can be planned for though the children in make satisfactory progress overall. The quality of teaching is satisfactory. The teaching of mathematics and science enables pupils to achieve well in these subjects. However in Years 3 to 6 pupils do not achieve as well in English because the work does not always build successfully on what they already know and can do. The curriculum is satisfactory and offers a good range of exciting extra-curricular activities which make a strong contribution to pupils' personal development and their enjoyment of school. Leadership and management are satisfactory. The headteacher has been instrumental in creating a strong family ethos within the school. Although the school's self-evaluation is satisfactory, monitoring is too informal and does not fully involve all staff with management responsibilities in the checking of pupils' progress and the quality of teaching. The school is taking action to improve teaching and learning in English which is already having some success in Years 1 and 2 where teaching is more consistent. The school has made satisfactory progress since the last inspection having improved achievement in science and the use of information and communication technology (ICT). The school has a satisfactory capacity to improve further.

### What the school should do to improve further

- Raise standards in English by monitoring pupils' progress more closely in Years 3 to 6 and by providing effective academic guidance.
- Improve achievement in English in Years 3 to 6 by ensuring that teaching builds on pupils' previous learning.
- Develop the role of subject leaders in monitoring and improving the quality of teaching and learning.

## Achievement and standards

### Grade: 3

Standards are broadly average and achievement is satisfactory. Pupils with learning difficulties make satisfactory progress in relation to their starting points and abilities. Children's skills on entry to school are wide-ranging but are often better than expected for their age. They make satisfactory progress and achieve above average standards at the end of Year 2. Standards in writing have improved recently as a result of improved teaching and many pupils are able to produce lively, detailed descriptions. At the end of Year 6, standards and achievement in

mathematics and science have improved over the last two years and are above average. Progress in Year 6 is particularly rapid because of good teaching. Standards and achievement in English are slightly below average, with writing being particularly weak. In 2006, the school met challenging targets for mathematics and science but failed to meet them in English.

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

### **Grade: 2**

The school is a calm, orderly community. Pupils' enjoyment of school is reflected in a sea of happy, smiling faces as they work and play harmoniously. Pupils' spiritual, moral, social and cultural development is good. Pupils are able to understand each other's feelings, are kind to each other and very involved in charity fund raising. Pupils are well aware of the importance of healthy eating and exercise and put this knowledge into practice. They feel safe in school and know who to ask for help if they need it. Pupils are satisfactorily prepared for their future, including learning how to manage money through organising fund raising to create a wildlife area. Pupils are confident and articulate but their relatively weak writing skills mean they are not as well prepared as they should be for the academic demands of secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are pockets of good teaching across the school but in Years 3 to 6 its quality is variable and satisfactory overall. Good subject knowledge in science and mathematics, particularly in Year 6, is shared well with pupils and enables them to achieve well. High expectations, stimulating teaching and good support for individuals in Years 1 and 2 enable pupils to make good progress in their writing. However, in Years 3 to 6, not all lessons build sufficiently well on pupils' prior learning to enable them to make good progress in English. Some teachers make careful checks of pupils' learning in lessons but this is inconsistent across the school.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is appropriately broad and balanced and is extended by a range of additional activities such as sports and music during the school day and after school. Careful planning ensures that pupils do not revisit topics when they are in mixed age classes. The curriculum is gradually being made more exciting by introducing French classes for pupils in Years 3 to 6 and good developments in ICT. There is a suitable emphasis on literacy and numeracy, although there are insufficient opportunities for older pupils to write at length. A variety of educational visits of residential trips contributes greatly to pupils' personal development and brings learning to life.

### **Care, guidance and support**

#### **Grade: 3**

The school is a very caring community where relationships between adults and pupils are good. Consequently, pupils feel valued and secure which contributes to their good personal development and wellbeing. There are appropriate arrangements for child protection and ensuring pupils' health and safety. The few instances of inappropriate behaviour are quickly resolved by staff. Well thought out procedures assist children to settle quickly into the Reception

class and to transfer to secondary school. Pupils benefit from effective guidance and support in relation to their personal development. However, pupils' academic performance in English is held back by weaknesses in the school's procedures for monitoring progress. Although they have targets for improvement, these are not as effective as they should be because pupils do not always remember exactly what they have to do to improve.

## **Leadership and management**

### **Grade: 3**

The school works hard in partnership with parents, the community and external agencies to sustain a caring environment where pupils are safe. The leadership has not allowed the major building works to detract from the smooth day-to-day running of the school. The school's actions to improve achievement in English have been effective in Years 1 and 2 but less effective in Years 3 to 6 where teaching is more variable. Although the school monitors its performance satisfactorily, subject leaders are insufficiently involved in analysing pupils' progress or improving the quality of teaching and learning. Governors are very supportive of the school and are starting to provide appropriate levels of challenge.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and polite when we came to inspect your school recently. We really enjoyed talking to you and listened carefully to what you had to say. I am writing to tell you what we found out. We were very impressed by your good behaviour both in and out of lessons. You enjoy school because you all get on well together and have a satisfactory range of things to do to help you learn. You learn a lot from your school trips and have very exciting times on your residential visits. They sounded like great fun! The people who run your school do a satisfactory job. They make sure the school is a happy place where you are cared for and safe. The teaching at your school is satisfactory. We think it could be even better if all teachers were involved in helping the school to find more ways to improve your learning. You are all doing well in mathematics and science but pupils in Years 3 to 6 should be doing better in English. We have asked the teachers to help the older pupils move on more quickly in lessons. We have also asked the school to keep a careful check on how well you are doing in English and to make sure you are always told how to improve your work. Thank you again for being such good company and all the best for the future.