

Tenterfields Primary School

Inspection report

Unique Reference Number	103794
Local Authority	Dudley
Inspection number	308424
Inspection date	1 November 2007
Reporting inspector	Hazel Callaghan

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	270
Appropriate authority	The governing body
Chair	Melanie Case
Headteacher	Shelagh OLoughlin
Date of previous school inspection	3 November 2003
School address	Tenterfields Halesowen B63 3LH
Telephone number	01384 818560
Fax number	01384 818566

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement of pupils during the last academic year especially in mathematics.
- The quality of teaching across the school especially in mathematics.
- The academic support and guidance provided for pupils.
- The quality of the leadership and management at all levels.

Evidence was collected from the school's assessments of pupils' standards and results of the 2007 tests were analysed. Curricular planning documents and the school improvement plan were evaluated. Discussions took place with senior leaders, the learning mentor and pupils. Parents' responses to the Ofsted questionnaire were analysed. The inspector considered the quality of school self-evaluation and the impact of recent initiatives. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Tenterfields is a slightly larger than average school and includes its own Nursery. Children have a range of ability when they start in the Nursery that is similar to that found nationally. Most pupils are of White British backgrounds and there is a smaller than average number of pupils from minority ethnic groups. All pupils speak English confidently. The school has received a variety of awards including an Artsmark, Healthy Schools Award at level 3, Active Gold Award and received its Quality Mark in 2005. A children's centre is currently being built on the school site and should open in May 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tenterfield Primary is a good school that provides well for its pupils' academic and personal development. Parents are very supportive of the school and feel that their children are in good hands because staff provide good levels of care, support and guidance including good academic guidance. One parent's written comments were typical of many, 'There is a really caring attitude and I feel that this school really does believe that every child matters.' Relationships throughout the school are good and pupils feel safe at school. They develop a good awareness of the importance of a healthy lifestyle. They show good levels of care for one another and say school is a 'friendly and fun place to be'. Pupils enjoy their lessons and want to do well. They say teachers are good at helping them to understand how to improve their work. Pupils' personal development is good and pupils are well prepared for the next stage of learning.

Standards are above average. Pupils achieve well across the school including in the Foundation Stage, because teaching is good. Progress is especially strong in English where there is a high degree of consistency in the very effective teaching. As a result standards in English last year were well above the national average by the end of Year 6. There has been a strong focus on raising pupils' standards in reading and writing, which has had a significant impact on their learning. Pupils' skills in speaking and listening have also increased especially in the Reception and Years 1 and 2 because of the successful teaching strategies. There are good opportunities for pupils to use their literacy skills in other subjects and this has resulted in good standards across the school. Achievement in mathematics is also usually good, but progress is not as strong as in English because of the previous lack of continuity and consistency in subject leadership. As a result, there has been less attention paid to improving teaching and learning strategies in mathematics. Although teaching is often good, there is not the same consistency as found in English. The school has responded by appointing a new co-ordinator last year and there is already clear evidence of improvement. Additional support systems for pupils who are making slower progress have been adopted and these are beginning to result in increased rates of progress. It is too soon to see an impact on raising standards to equal those in English, and mathematics remains a key focus for improvement for the school.

The curriculum provides a wide range of experiences that meet many learning needs well. Natural links between some subjects, especially between English and information and communication technology (ICT), are used effectively to make learning more purposeful. However, there are not enough planned opportunities for pupils to develop their numeracy skills and knowledge across the curriculum. Those with learning difficulties and/or disabilities (LDD) are well supported in lessons. The real strength of the curriculum is the wide range of additional activities and clubs and the regularly planned focus weeks on aspects such as the arts, health and science. Pupils and parents used words such as 'fantastic' and 'amazing' to describe the range of additional activities. These are very well planned so that they enhance many aspects of pupils' learning and personal development. All pupils gain from the wide variety of activities because they extend their experiences and thereby stimulate their interest and motivation to learn. Focus weeks provide good opportunities for all pupils to explore new ideas and skills, including those with learning difficulties and those who are gifted and talented.

The school is well led and managed by the headteacher and by other members of the senior leadership team. Together they use a well established range of procedures to review and analyse the school's provision. Their self-evaluation is accurate and it sets an appropriate agenda for improvement. They have been successful in securing improvement. Standards are higher than

they were at the previous inspection and there have been significant improvements in English, demonstrating the school's good capacity for further improvement. Challenging targets are set for the school and are usually met. Staff work together as a cohesive team and leadership and management are effective at all levels. Governors are well informed, both through their own involvement in school life and through meetings and discussions. They

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children achieve well because many staff are very experienced and understand the needs of these young pupils well. Children settle into the Nursery quickly and start to enjoy the wide range of activities both in the classroom and outside. The building work on the new children's centre is currently limiting this outside classroom but every way possible is used to provide a stimulating learning environment. Staff plan interesting activities that motivate children's curiosity and enable them to explore new skills for themselves, gaining an interest in the world around them. Staff are skilled in supporting each child so they grow in confidence to explore new ideas and interests. There is a strong focus on children learning through their own independent choices so they develop their abilities to plan and organise their own activities. There is also a strong focus on promoting children's personal and social skills so they play together and share toys and resources sensibly. Children's early literacy skills are also promoted well especially their ability to listen carefully and express their ideas. Children in the Nursery and Reception work alongside each other for much of the week. Teachers and teaching assistants monitor children's progress well and ensure that new activities successfully extend their knowledge and understanding. The range of abilities when children start in the Nursery is broadly average and they make good progress from their various starting points. Most reach the standards expected by the time they enter Year 1 and a good number attain above average standards.

What the school should do to improve further

- Improve the consistency of teaching of mathematics to equal that seen in English so that pupils make stronger progress and standards rise.
- Provide more planned opportunities for pupils to use and further develop their numeracy skills and knowledge in other subjects.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

5 November 2007

Dear Children

Inspection of Tenterfield Primary School, Halesowen, B63 3LH

Thank you for making me so welcome and answering my questions when I visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found:

- You make good progress and you reach standards above those of most pupils nationally.
- Your behaviour is good. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, fit and healthy.
- You clearly enjoy your lessons. You work hard and try to do your best.
- You are taught well, especially in English. Your teachers work hard to make sure that you get work that is at the right level for you.
- The headteacher and senior staff lead and manage the school well.
- All the staff look after you very well so you are safe and happy.
- You have lots of interesting things to do including many extra activities and clubs.

Even though Tenterfield is a good school, it can do some things better. I have particularly asked the headteacher and governors to:

- ensure mathematics teaching is always as good as that in English so you are all able to reach higher standards
- provide more opportunities for you to use and practise your mathematics skills and knowledge in other subjects.

Remember you can always help things along by continuing to try hard and be kind to one another. Thank you again for making me feel so welcome.

Yours sincerely

Mrs Callaghan