

Tetney Primary School

Inspection report

Unique Reference Number	120482
Local Authority	Lincolnshire
Inspection number	327293
Inspection date	20 May 2009
Reporting inspector	John Brennan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	112
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Jeff Fieldsend
Headteacher	Miss Heidi Dows
Date of previous school inspection	29 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Humberston Road Tetney Grimsby North East Lincs DN36 5NG
Telephone number	01472812074
Fax number	01472816546

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- The effectiveness of the provision for writing and science and whether pupils are achieving well enough.
- How well the needs of children are met in the Early Years Foundation Stage.
- The effectiveness of middle leadership and governance.

Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with staff and pupils. Other aspects of the school's work were not evaluated in detail but the inspectors 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

This smaller than average sized school serves the village of Tetney and the surrounding area. Almost all pupils are of White British heritage. Children's skills and abilities on entry to school vary, but are usually close to expected levels and sometimes higher than this. The number of pupils with learning difficulties and/or disabilities is broadly average. However, the proportion of pupils with a statement of special educational needs is higher than average. Children in the Early Years Foundation Stage are provided for in a mixed age class with Year 1 pupils. There have been significant changes at senior leadership level in the past year.

There is a before- and after-school club run on the site. This is managed privately, and is inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has some strong features that include the school's good pastoral care of pupils and a warm and welcoming atmosphere. Parents are very content with the school: several comment on how happy their children are and how open and supportive the school is.

Pupils' personal development is good. They behave well both in and out of lessons and make good use of the school's extensive grounds to play actively and socially. Pupils demonstrate a good understanding of how to live a healthy lifestyle. They work hard and show pride in their work. Presentation is often of good quality. Pupils willingly take on responsibility for the school through, for example, the school council and 'playground friends.' Pupils are mature and articulate learners. Thoughtful assemblies encourage them to be reflective and think of others. In the main their spiritual, moral, social and cultural development is good. Pupils play a prominent role within village life and are broadening their experience of other cultures through new experiences such as 'twinning' with communities beyond the village. Although pupils develop many of the qualities needed for the next stage of education, opportunities are limited for them to follow their own ideas, plan courses of action and work independently.

Attainment is above average in reading and mathematics at the end of Years 2 and 6. Standards have risen since the last inspection, and pupils achieve well in both subjects. However, achievement in other subjects across the school is satisfactory overall and the progress pupils make from their starting points is only satisfactory. This is because, despite the children's good start in the Early Years Foundation Stage, achievement is uneven through the rest of the school and standards remain average in writing and science, which is similar to those of the last inspection. There is insufficient challenge for pupils in both subjects, especially for the higher attainers. For example, although pupils attain the expected standards in writing at both key stages, too few pupils reach the higher levels. Standards in science at the end of Year 6 have traditionally been average and pupils' achievement is satisfactory. Pupils who find learning difficult achieve well. They are well supported and many reach the expected levels of attainment.

The quality of teaching and learning is satisfactory. Consistent strengths are in the good relationships adults establish with pupils. As a result, pupils are eager to learn and join in lessons well. Teaching is accurate and precise. It is driven by clear overall intentions which help pupils know what is expected of them. It also helps them to acquire key skills such as punctuation and spelling. However, teaching is too often over-controlling and does not challenge pupils' thinking enough. Questions asked of pupils are not sufficiently probing, and occasionally are dominated by too much teacher talk or by pupil talk. When discussing stories for example, pupils concentrate simply on the sequence of events rather than trying to articulate the emotion, feelings and characterisation they are trying to convey. As a result, writing is often technically correct but it lacks flair and a sense of audience and purpose. Pupils are not encouraged to construct their thoughts or immerse themselves in the persona of their characters. It is this that holds back the achievement of higher attaining pupils. Adults help pupils set targets for improvement. However, marking does not make sufficient reference to these, which limits pupils' ability to see for themselves how to improve their work.

The school's satisfactory curriculum is enhanced by many trips, visitors and clubs for pupils to join that add to their obvious enjoyment of school and which contribute to their good interpersonal skills. Efforts to make the curriculum more practical are beginning to work well, especially in Years 1 and 2. For example, writing about the changes in the life cycle of tadpoles

is allied to the task of observing change over time. However, although the school's practically based curriculum for Key Stage 1 serves pupils' development in science well, the provision for Key Stage 2 is considerably weaker. As a result, progression lines in science are not clear enough. Work for older pupils is too simple and covers much of the same ground as Years 3 and 4. Pupils have too little say in how experiments will be conducted, what equipment will be used and how information will be presented. At its worst, this can result in pupils copying work out, which does little to serve both science and writing.

Care, guidance and support are satisfactory overall. Pupils feel well cared for and confident that they will be supported if they have any problems. However, there are shortcomings in the academic guidance given to pupils, especially the higher attainers. The school meets the requirements for safeguarding pupils. Teaching assistants are used effectively to teach groups of pupils who find learning hard, especially in the lower school. This has been strengthened by some targeted training for them. Attendance, which is above average, is monitored closely.

The relatively new headteacher has quickly come to grips with what needs to be done and has made some significant improvements that are impacting positively on pupils' performance. She has led the school well in identifying pertinent priorities for improvement and is working closely with staff. The school has had some success in raising achievement in reading and mathematics, but improvements have been affected by a significant staffing turnover. For example, although some appropriate action has been taken to tackle the weaknesses identified at the time of the last inspection, this action has not been assessed carefully enough. Some of the actions taken so far, particularly at Key Stage 1, are showing good signs of success especially in the improved vibrancy of the curriculum and in mathematics. Science has not yet been tackled with the same sense of urgency and some middle leaders lack the necessary expertise to monitor effectively. The school recognises that these are areas to develop. The headteacher has led an audit of how well the school achieves satisfactory community cohesion and has made some early, but significant improvements to this. She has further developed existing management structures by helping to clarify the governing body's role in monitoring the work of the school. As a result, governance has improved well and is satisfactory. Governors now monitor the work of the school more closely for themselves and ask more searching questions of it. Taking all these factors into account, the school's capacity to make further improvements is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's education gets off to a good start. As a result of a well thought out curriculum and skilful teaching, learning is good. Children achieve well so that by the time they start Year 1 almost all of them reach expected goals, with a significant number exceeding them, especially in mathematical development. Children make good progress because routines are firmly established and relationships warm and encouraging. This helps boost children's self-esteem and enables them to develop the confidence to participate freely. Adults join in with children's learning well. Basic skills such as the sounds letters make, are systematically taught. Children are self-assured in their use of whiteboards to attempt, for example, the early spelling of frequently used words. They are able to experience the full range of activities because good use is made of the outdoor area. Activities are well planned and based on a good understanding of children's individual needs so that learning weaves across different aspects of learning. Children get on well with their peers and good attention is given to their welfare. Provision is well led, so that teamwork is strong. However, the monitoring of achievement is at an earlier stage of development.

What the school should do to improve further

- Raise standards in writing at both key stages and in science at Key Stage 2 by ensuring all pupils, particularly those capable of reaching higher levels, are given work that is sufficiently challenging which enables them to think deeply and to take responsibility for how work will proceed.
- Improve the consistency of marking and its use in helping pupils to see for themselves how to improve their work.
- Strengthen the expertise of middle leaders to ensure that the impact of the school's work is rigorously and regularly monitored.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next Section 5 inspection.

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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?	3
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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

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

21 May 2009

Dear Children

Inspection of Tetney Primary School, Tetney DN36 5NG

Thank you very much for making us so welcome when we visited your school recently. We have judged the school satisfactory and would like to share with you some of the things we found out.

It felt like we were visiting one big happy family. You were polite and kind to us. We were impressed with the grown-up way in which you talked to us. We could see that many of you are polite and kind to each other. You play well and work well with each other and do a good job in making the school friendly. We could see how keen you were to do well. We were impressed that many of you knew your targets but felt that teacher's marking could be more helpful. We have therefore asked the school to make sure that the marking of your work tells you what need to do to improve.

You clearly enjoy school, especially the many clubs you are able to join. You told us how much you like work that is interesting and which makes you think hard. We could see some work in some classes that was like this. However, we could also see, and you also told us, that this is not always the case, especially in science and writing. We have asked the school to make sure that lessons in these subjects are more challenging, especially for those of you who find learning easy.

The adults in your school, especially the headteacher, have some good ideas to take the school forward. I have asked them to make sure that all of these ideas work well and that everyone in the school helps put them into action. I have asked those teachers who have responsibility for subjects to regularly look at your work to see how things are going. You can play your part in this by continuing to let the adults know what you think about your school and by continuing to try hard with your work.

Once again, thank you very much and good luck in the future.

John Brennan

Lead inspector