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24 March 2010

Mrs Jennie Rankin
Tilney All Saints Voluntary Controlled Primary School
Shephersgate Road
Tilney All Saints
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Dear Mrs Rankin

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 23 March 2010 and for the information which you provided during my visit. Thanks also to the pupils and the representatives of the governing body and the local authority for the help which they gave.

Since the previous inspection, the acting headteacher has been appointed to the position of permanent headteacher. One of the teaching assistants has left the school and another has joined.

As a result of the inspection on 13-14 October 2009, the school was asked to comply with the statutory requirements for safeguarding within three months, and to help all pupils make the best possible progress by planning work that challenges each pupil, raising pupils' expectations by giving them clear guidance on what they can do to improve their work and ensuring that the curriculum is modified to emphasise the development of skills.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising pupils' achievement.

The school now complies fully with the requirements for safeguarding. Five members of the governing body have been trained in safer recruitment and were involved in the two recent appointments. Other members are about to receive training. Checks made on the suitability of all staff have been carried out and records are properly maintained. All staff have received up to date training on child protection matters and the person who is responsible for child protection, the headteacher, is now identified on the school's policy. Although a representative from the local authority has reviewed the safeguarding policies, the governors have not yet done so.



The teaching observed was satisfactory, with some that was good. Lessons proceed at a good pace with a good variety of tasks which keep pupils interested and engaged in their work. The result is that pupils enjoy their work: they show good levels of enthusiasm. Many pupils are keen to volunteer answers to teachers' questions. However, in some classes it is almost entirely those who volunteer who are asked to answer. This means that those who are not inclined to do so are not properly involved. It also means that questions are not used well to assess understanding, since only those who feel confident are being asked to answer. There are some good examples of work being tailored to match pupils' differing abilities, an improvement since the inspection. For example, in a mixed class of Years 5 and 6, pupils at different stages were challenged to write a poem which included different poetic devices, the choice of which depended on ability. In a Year 3 and 4 mathematics lesson, each pupil had a chart which showed them what they needed to do individually to further their learning and each had specific questions to answer to help them to do so. Pupils work well together and discuss their ideas with each other sensibly. Teachers ensure that they use the correct terminology when teaching, so pupils' knowledge of the correct terms is good, for example in mathematics, pupils in Year 3 use the term 'divide' with as much confidence as the term 'share'.

The school's curriculum now has a better emphasis on skill development. A strong emphasis is given to developing specific aspects of literacy, such as through guided reading and various other interventions in which weaknesses are addressed. Guided reading sessions are well-organised. However, in some guided reading observed during the inspection, the text was not sufficiently challenging and pupils had no need to use the various devices they have been taught to understand what they were reading. There is a recently established assessment system which enables leaders to track the progress which pupils are making. This shows good progress is being made in literacy. There is very good progress in reading. It also suggests that there is regression in mathematics and, at Key Stage 1, also in literacy. This reflects the fact that there are some inaccuracies in the assessment data. However, evidence from pupils' work in their books and in class, shows that progress is being made in these areas including by those who have special educational needs and/or disabilities. The assessment data is not updated quickly enough for steps to be taken where there may be concerns. Governors are not provided with summary data and so are not able to carry out their role of challenging the school effectively enough.

The marking of pupils' work is better, and is generally of good quality. It now shows how work can be improved. However, there are few opportunities for pupils to respond to teachers' comments and to show that they have used the comments to improve their work.

Pupils say they feel safe in school. They are very positive about school and say that it is improving. However, the attendance of some pupils appears to be declining.

This is because they arrive after registration is over, and so have to be marked as absent. The school's work in reducing lateness is not effective.

The statement of action produced by the local authority to show how it intends to support the school is inadequate. Although this was communicated to the local authority by letter, with the weaknesses explained, nothing has been done to improve it. This is now urgent. The headteacher has received inadequate support from the local authority.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Alan Alder
Her Majesty's Inspector