

Tewkesbury Church of England Primary School

Chance Street, Tewkesbury, Gloucestershire, GL20 5RQ

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. From their below average starting points, pupils in Year 6 reach standards that are above those expected for their age in English, and similar to those expected in mathematics.
- Children make good progress in the Early Years Foundation Stage.
- Teaching is typically good, with some which is outstanding.
- Pupils' behaviour is good. Pupils behave well in lessons because they enjoy their learning and want to do their best. They behave very well around the school.
- Pupils say they feel safe and understand how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are polite and courteous.
- The effective leadership of the headteacher, supported by leaders at all other levels, has ensured that the achievement of pupils and the quality of teaching are good.
- Governors are highly ambitious for the school to improve further and are effective in holding the school's leaders to account. They know the school very well and bring a wide range of skills that they use to good effect.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as high as in English, especially at Key Stage 2.
- Pupils are not always challenged to do as well as they could.
- In their marking, teachers do not always tell pupils how to improve their work, or provide time for pupils to act upon their advice.
- Middle leaders do not have enough opportunities to check the effectiveness of teaching in their areas of responsibility.
- Some parents feel that school does not respond consistently well to their concerns or give them sufficient information about the progress of their children.

Information about this inspection

- The inspectors observed 23 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Four lesson observations were carried out jointly with the headteacher and deputy headteacher.
- The inspectors scrutinised the 77 responses to the online Parent View survey and spoke to parents and carers at the start of the school day.
- Questionnaires completed by 27 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Colin Lee

Additional Inspector

Jennifer Venning

Additional Inspector

Full report

Information about this school

- Tewkesbury Church of England Primary is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and children in the care of the local authority) is below average.
- The percentage of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is well below average.
- A small number of pupils are at the early stages of English language acquisition.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by making sure that all teachers:
 - challenge pupils of all abilities to achieve their very best in all lessons, but especially in mathematics
 - when marking pupils' work, give pupils clear guidance on how they can improve and ensure that pupils act on their advice.
- Strengthen leadership and management by ensuring that:
 - middle leaders are given time to check on the effectiveness of teaching in their areas of responsibility
 - the school improves its communication with parents and responds appropriately to their concerns.

Inspection judgements

The achievement of pupils is good

- From their individual starting points, the school's records show that all groups of pupils make good progress across the school in reading, writing and mathematics.
- Most children's levels of skill and knowledge are below those typical for their age when children join the Reception classes. They make good progress during the Early Years Foundation Stage in all aspects of their learning.
- Pupils' attainment at the end of Key Stage 1 dipped to below average in 2013. However, the school's own records, and the work seen in pupils' books, show that pupils currently in Years 1 and 2 are making good progress. They are reaching above average standards in reading, writing and mathematics.
- Pupils' overall standards at the end of Year 6 have risen as their progress in reading and writing has speeded up. Pupils who underachieved in the past are now making faster progress and an increasing number in all year groups are working at levels above those expected for their age in all subjects. Pupils' attainment in mathematics was less strong in 2012 and 2013, but now current Year 6 pupils are doing as well in mathematics as they are in reading and writing.
- Older pupils are enthusiastic readers and have a range of skills that help them to work out unfamiliar words and to answer questions about characters and what is happening. Pupils' knowledge of phonics (the sounds letters make) is better than indicated by the Year 1 check, where they scored below average in 2013. The school has improved the teaching of phonics, and from the evidence in books and from hearing children read, inspectors judged the proportion of pupils meeting the expected standard to be above average.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and pupils new to learning English make similar progress to the other pupils in their classes. This is because the school provides well-targeted support for them.
- Pupils who benefit from the pupil premium make similar or better progress, from their different starting points, to other pupils in the school. This is because money is spent wisely on meeting their individual needs. These pupils are effectively supported in class and in small groups, and the effectiveness of this support is checked to make sure it works. The gap in achievement between these pupils and other pupils in the school is closing. In 2013 they were one term behind in writing and mathematics and just over a term behind in reading.
- More-able pupils make good progress overall, and an increasing number is working at the higher levels in reading, writing and mathematics.

The quality of teaching is good

- Teaching is good because most lessons are planned to interest and inspire pupils with tasks that make them think and work hard. Teachers ask carefully thought out questions which successfully probe and deepen pupils' understanding. In a Year 6 mathematics lesson, pupils made excellent progress when they explained their methods to their partners and to the whole class. They applied previously learned skills and knowledge when solving increasingly complex mathematical problems.
- Occasionally, teaching is less effective and some pupils do not make as much progress as they should because they are given work that is either too easy or too hard.
- Good teaching has speeded up pupils' achievement in reading, writing and mathematics throughout the school. Most teachers are setting more challenging targets for pupils than in previous years, and pupils are reaching them. In some mathematics lessons the tasks set do not always expect enough of some pupils, so they make relatively slower progress than they do in reading and writing.
- In the Early Years Foundation Stage, adults have created stimulating spaces and a caring environment, where children quickly become confident learners and make good progress. They

enjoy the selection of activities designed to extend their personal, social, language and number skills. They are appropriately supported to read, write and use numbers and are well prepared for Year 1.

- Most teachers' marking and assessment of pupils' work are regular and accurate. Teachers frequently provide good guidance about how pupils can improve their work, especially in writing. However, this good practice is not consistently applied across the school. Some pupils are not always given good advice about how to improve or time to make improvements, especially in mathematics. As a result, they do not always make as much progress as they could.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy coming to school and say they feel safe. They are proud of their school and take good care of their surroundings. No litter is dropped and the corridors are quiet and purposeful places as pupils move around the school. The school's records suggest that the good behaviour seen during the inspection is typical of that found every day.
- In the classrooms and on the playground, pupils behave well. Older pupils develop a sense of responsibility by caring for younger ones. They act as good role models and help those in need to find friends or sort out minor problems.
- Teachers and pupils get on well, there are good routines established for working together, and pupils follow instructions without fuss. Pupils are well equipped for their lessons and settle very quickly to their work. Their books are generally neat and tidy and show a clear progression in the quality of their handwriting.
- The school's work to keep pupils safe and secure is good. Parents and staff believe that pupils feel safe and happy in school. Pupils know about name calling and physical bullying and say that these rarely happen, but they know who to talk to if they do. They know how to keep themselves safe and talk sensibly about the dangers of the inappropriate use of the internet and road safety.
- Pupils want to do well and please their teachers and this contributes greatly to their good achievement. However, when occasionally teachers fail to engage pupils sufficiently, the attention of some pupils wanders. Consequently, they do not make the progress during lessons that they should.
- Pupils' attendance is average and there are effective attendance monitoring systems in place.

The leadership and management are good

- The leadership of the headteacher, senior leadership team and an ambitious governing body means that the school is constantly trying to secure more improvements. The cornerstone to this is the school's honest self-reflection on its own strengths and weaknesses. As a result, improvements are clearly identified, planned well and followed through effectively.
- Leaders strive to develop high quality teaching and they support teachers with strong professional training.
- The school's success is significantly helped by the rigour of its systems for managing staff performance and the thorough monitoring system used to check the termly progress of all pupils.
- Subject leaders, some of whom are comparatively new to the role, have provided valuable guidance to teachers about how best to teach different subjects. This has led to improvements in the way teachers provide for a range of abilities in their classrooms. However, subject leaders have limited opportunities to check on how well this guidance is working in classrooms through lesson observations.
- The curriculum is well thought out and meets the needs of pupils very well. The work planned is often lively and keeps pupils keen to learn. There is a strong focus on promoting pupils' spiritual, moral, social and cultural awareness, which is often outstanding.

- The innovative use of tablet computers enhances and enlivens pupils' learning in both English and mathematics. Pupils have individual learning platforms which can be safely accessed at home and school, and they are extremely skilful in using the technology.
- The school has positive relationships with the majority of parents, and staff strive to involve them fully in their children's learning. However, some parents feel that the school does not give them sufficient information about the progress of their children. Sometimes, parents feel the concerns that they raise are not always followed up well by teachers or school leaders.
- Pupil premium funding is used effectively to provide academic and personal support for eligible pupils. The progress of these pupils, disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English is checked regularly and rigorously to ensure that the variety of interventions and strategies being implemented have a positive impact on pupils' progress.
- Primary school sport funding provides professional sports coaching in a range sports activities and training for teachers. Consequently, pupils have a very good awareness of how to keep fit and healthy and are becoming increasingly confident and skilful.
- The local authority has made a positive contribution to the school's development by providing valuable advice to teachers and leaders. This has helped the school to increase the rate at which pupils make progress.
- **The governance of the school:**
 - The governing body makes a strong contribution to the quality of education the school provides. Governors have a wide range of experience and skills and support and challenge the school appropriately. Governors know how the school performs against national standards and pay close attention to the school's assessment information. They know how the pupil premium funding is allocated and pointed out that the achievement gap has narrowed as a result. Governors have had relevant training in keeping the school under review and rigorously follow up on areas where the school could be doing better. They hold the headteacher to account for the school's performance and the management of its finances, which are sound. Governors know about the quality of teaching and make sure that the system for managing the performance of staff is robust and linked closely to pay for teachers and senior leaders. The governing body ensures that safeguarding arrangements meet statutory requirements, that there are equal opportunities for all and that discrimination in any form is not tolerated.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115654
Local authority	Gloucestershire
Inspection number	439956

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Elizabeth Williams
Headteacher	Carolyn Scott
Date of previous school inspection	4–5 March 2009
Telephone number	01684 292309
Fax number	01684 292681
Email address	admin@tewkesbury-pri.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

