

Tutshill Church of England Primary School

Inspection report

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| Unique Reference Number | 115655 |
| Local Authority | Gloucestershire |
| Inspection number | 357793 |
| Inspection dates | 19–20 January 2011 |
| Reporting inspector | Ann Henderson HMI |

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 | 208 |
| Appropriate authority | The governing body |
| Chair | Lynette Harper |
| Headteacher | Richard Phillips |
| Date of previous school inspection | 27–28 March 2008 |
| School address | Coleford Road Tutshill Chepstow NP16 7BJ |
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They visited 19 lessons, observed nine teachers and held meetings with the headteacher, deputy headteacher, staff, pupils, parents and carers and governors. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, staff and pupils' questionnaires and 121 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning and the use of assessment in mathematics, particularly for girls and middle achievers at Key Stage 2.
- Whether the level of expectation and challenge in lessons is sufficient to enable all pupils to make rapid progress.
- How effective the governing body is in meeting statutory requirements, promoting equality, eliminating discrimination and monitoring the work of the school.

Information about the school

This is a smaller-than-average primary school serving the village of Tutshill and the surrounding area. Most pupils come from White British families and none speak English as an additional language. No pupils are known to be eligible for free school meals. There is an average number of pupils with special educational needs and/or disabilities, mainly with moderate learning difficulties. Provision for the Early Years Foundation Stage is in the Reception class.

A breakfast club and after-school club operate on the school site, but this provision is not managed by the governing body and was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Tutshill Church of England Primary School is a good school. Effective leadership and management have brought about considerable improvements since the last inspection. Although test results in mathematics dipped considerably in 2010, the school has identified the issues and continued successfully on its journey of improvement. Because leadership and management are now good, school self-evaluation is accurate and most importantly, the school knows exactly what to do to sustain improvements. This, together with the improvements in teaching, the curriculum, and care, guidance and support, means the capacity to further improve is good.

Pupils achieve well because of good teaching and an interesting curriculum. Good care, guidance and support and the school's positive atmosphere make a valuable contribution to pupils' good personal development. Pupils are respectful to one another and relate well to adults and their peers. Behaviour is good in lessons and around the school. Pupils feel safe and have a good understanding of how to live a healthy lifestyle. They thoroughly enjoy school, which is shown by their above-average attendance. Their spiritual understanding is good because of the strong Christian principles which denote the character of the school. As a result, pupils know right from wrong and work and play well together. Their understanding of cultures different from their own is less well developed.

Children get off to a very good start in the Reception class because of exceptionally good leadership and outstanding provision. They make excellent progress which enables them to confidently transfer into Year 1, ready to continue their learning journey. Progress throughout Years 1 and 2 is good and by the time pupils leave in Year 6 standards are above average. This is because of the care and attention placed on individual pupils and the focus leaders and managers have on checking regularly on the progress of all pupils, including those with special educational needs and/or disabilities. Meetings between teachers and pupils, and also with leaders, frequently take place to discuss achievement and leaders ensure that additional support is provided for pupils when required. This focus on assessing the progress of pupils regularly has been one of the key features of the improvements. However, there is still work to be done here to enable pupils to make even better progress. There is a need for greater consistency in the way assessments are used to support teachers in planning the next steps in learning and for the good practice seen in marking to be consistent throughout the school. The use of 'tickled pink' and 'green for growth' in marking and assessment, have had a positive impact on pupils' understanding of

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what they need to do to improve their work, but this is inconsistent, particularly in mathematics.

What does the school need to do to improve further?

- To further improve the progress of pupils, teaching should build on the good assessment practice established in the school to:
 - ensure marking consistently provides pupils with information on how to improve their work, particularly in mathematics
 - continually make effective use of assessment information to inform planning and provide sufficient challenge to pupils of all abilities.
- Increase pupils' awareness of cultural diversity in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils' positive attitudes to learning, good behaviour and hard work mean they make good progress in most lessons. Occasionally when the pace of a lesson slows, their progress is slower too. Pupils respond with enthusiasm to the mainly good teaching they receive and consequently sustain their concentration to successfully complete tasks. For example, in one lesson pupils used their research skills to gather facts about the solar system and then confidently shared this interesting information with the class. They respond enthusiastically in lessons because they find them interesting and are able to apply their knowledge well to solve problems. In a mathematics lesson pupils were using their knowledge of doubling and halving to discover how much items would cost if they were sold at half price.

Pupils are proud of their school and are confident adults will listen to them if they have a problem. The school councillors enjoy the opportunity to make a difference to the school and their work has contributed to the successfully improved playground facilities. They also enjoyed taking the responsibility to carry out health and safety checks with the headteacher which resulted in further improvements.

When children begin school in the Reception class their skills are broadly in line with those expected for their age, and they quickly develop independence and confidence, which is built upon throughout their time in school. As a result, by the time they leave school in Year 6 their achievement is good and they are well prepared for the next stage in their lives. Pupils with special educational needs and/or disabilities do equally well because of the well-targeted support and the skill of teachers and teaching assistants alike.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Positive, caring relationships and excellent management of behaviour characterise all teaching. Teaching assistants are used well to support the learning of individuals and groups and their contribution enhances the learning experience for pupils. Teachers have high expectations and display good subject knowledge. Their use of resources, including interactive whiteboards contributes to lively and interesting lessons, which motivate pupils to do their very best. Occasionally, however, tasks are not matched closely enough to the learning needs of some pupils resulting in insufficient challenge for these pupils. In the best lessons, teaching is adjusted to take account of the information from ongoing assessments during the lesson to address misconceptions and clarify learning. Detailed planning, which links to prior learning, sets out clear objectives for lessons and the success steps are shared effectively with pupils to enable them to know when they have achieved the planned learning. As a result, in Years 5 and 6, pupils are able to use self-assessment and peer-assessment skilfully.

The creative curriculum is stimulating and motivates pupils to learn. It has been thoughtfully designed to take account of pupils' interests, such as the study of the local environment. Subjects are linked appropriately and opportunities for writing are planned across many areas of the curriculum. Nonetheless, there is still scope to extend the opportunities for pupils to develop their mathematical and information and communication technology skills in other subjects. The curriculum is further enriched by a range of visits and extra-curricular activities which are well attended. Pupils also relish the opportunity to take part in a residential visit annually in Year 5.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Good links with a variety of outside agencies help to ensure that individual pupils and their families are given extra support where needed. Attendance levels have improved and the number of pupils who were persistently absent has been reduced, due to the vigilance of procedures and monitoring by governors. In addition, older pupils enjoy the responsibility of supporting younger pupils through their roles as playground buddies and lunchtime monitors.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leaders and managers have successfully improved the school through accurate self-evaluation and clear priorities which are monitored and reviewed regularly. As a result, strengths are developed and effective actions to address weaknesses and improve outcomes for pupils are put into place. Governors have developed their skills in monitoring the work of the school. They know the schools' strengths and weaknesses and challenge leaders and managers to take action when improvements are required. Statutory requirements are met and there are good arrangements to ensure the safety and well-being of pupils. The school is a cohesive community within which all groups are treated equally and there is no room for discrimination. While the school and local community have solid links, pupils' understanding of different cultures within the United Kingdom is an area for development. Partnerships with parents and outside agencies are strong, including partnerships with local schools to develop the curriculum. For example, the development of Forest Schools provides good links with pre-schools and a local nursery school where children meet together to develop their knowledge of the natural environment.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |

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| | |
|--|----------|
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The excellent provision for children in the Early Years Foundation Stage is the undoubted strength of this good school. Overall, children make excellent progress, learning and playing very well together and sustaining concentration across a broad range of activities. Relationships are outstanding. The environment for learning both indoors and outdoors is exemplary because children's individual learning needs are taken into account when planning daily activities. This was clearly evident in the theme of the Three Billy Goats Gruff where a 'crime scene' had been cordoned off prior to the start of the school day. Children were excited and animated when they discovered the giant troll's footprints in the frosty grass! Great enthusiasm was evident; children were lively and eager to discover what had happened to the troll! This characterises the environment in this outstanding setting, where the Early Years Foundation Stage leader has successfully engaged the whole staff team in effective self-evaluation leading to this high quality learning environment for all children. Assessments are accurate and detailed, and each child's learning journey shows a comprehensive picture of their development. Parents and carers make their own contributions to these assessments through the 'wow' certificates and the 'cheque books' which are used by the teacher to share targets with them, enabling them to support their child to achieve the target at home too.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

A very large majority of parents and carers responded to the inspection questionnaire. Their views of the school are positive. Of those that did so, most said their child enjoys school and all parents and carers said they were kept safe. Inspectors agree with these positive comments. Some expressed concerns about the behaviour of some pupils and some felt that they are not informed about their child's

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progress or that the school does not meet their child's particular needs. Inspectors explored these areas during the inspection and agreed with the majority of positive views in these issues.

A number of parents and carers spoke to inspectors informally during the inspection and rightly expressed a high degree of satisfaction with the provision for their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tutshill Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 121 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 64 | 53 | 49 | 40 | 5 | 4 | 1 | 1 |
| The school keeps my child safe | 66 | 55 | 55 | 45 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 30 | 25 | 79 | 65 | 10 | 8 | 0 | 0 |
| My child is making enough progress at this school | 31 | 26 | 69 | 57 | 16 | 13 | 3 | 2 |
| The teaching is good at this school | 39 | 32 | 70 | 58 | 8 | 7 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 26 | 69 | 57 | 14 | 12 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 37 | 31 | 73 | 60 | 5 | 4 | 1 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 36 | 30 | 73 | 60 | 4 | 3 | 0 | 0 |
| The school meets my child's particular needs | 32 | 26 | 68 | 56 | 15 | 12 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 30 | 25 | 68 | 56 | 13 | 11 | 2 | 2 |
| The school takes account of my suggestions and concerns | 39 | 32 | 62 | 51 | 8 | 7 | 1 | 1 |
| The school is led and managed effectively | 50 | 41 | 60 | 50 | 5 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 46 | 38 | 69 | 57 | 2 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2011

Dear Pupils

Inspection of Tutshill Church of England Primary School, Chepstow NP16 7BJ

Thank you for welcoming us to your school and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk with and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning.

These are some of the things the school does really well.

- Children get off to an exceptional start in Reception and make outstanding progress.
- You work really hard and make good progress by the time you leave Year 6.
- You have a good understanding of how to live a healthy lifestyle.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- You make a good contribution to your school and the local community
- Leaders, managers and staff are doing a really good job.

We have asked the school to work on two things to make your school even better.

- Help you to know more about how you can improve your work and provide you all with greater challenge in lessons.
- Help you to understand about different cultures and communities in the United Kingdom by linking with another school.

It was a real privilege to visit Tutshill Church of England Primary School. Continue to work hard and most of all enjoy your learning!

Thank you again for your help.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

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