

# Tickenham C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	109207
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309927
<b>Inspection dates</b>	13 September 2007
<b>Reporting inspector</b>	Colin Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoffery Blakeman
<b>Headteacher</b>	Karen Sancto
<b>Date of previous school inspection</b>	14 January 2003
<b>School address</b>	174 Clevedon Road Tickenham Clevedon
<b>Telephone number</b>	01275 853919
<b>Fax number</b>	01275 853919

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small primary school where the majority of pupils are of White British heritage, with a very small number from minority ethnic groups. All pupils speak English fluently. Children's attainment on entry is slightly above national expectations. The proportion of pupils with learning difficulties and/or disabilities is average but varies significantly in different year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good school with some outstanding features. One parent accurately summed up the school's strengths when commenting that it provides a 'good all-round education'. The school's success is evident in the rise in pupils' standards in recent years. Standards are now consistently well above national averages in reading, writing and science at the end of Years 2 and 6. The most recent tests show a similar position for mathematics, which had fallen behind in the past. The improvement is due to more effective teaching and high quality subject leadership. Leadership and management as a whole are good and the headteacher's impact on school improvement is excellent. The thoroughness of the attention to weaknesses found at the last inspection shows that the school has a good capacity for improvement in the future. The school has a generally accurate awareness of its own strengths and areas for development due to effective self-evaluation by the headteacher and the leadership team. The strong sense of teamwork that exists between staff and with the governing body also extends to the partnership between home and school. Parents and carers are very appreciative of the school's efforts to involve them fully in their children's education.

Pupils' achievement is good and rates of progress are consistent in most year groups. This is due to good teaching. In the past, children in the Foundation Stage have achieved well in most areas but have not always made the progress that they should in writing and mathematics. Strategies have been introduced to address this but it is too soon to evaluate their impact. The quality of pupils' learning is good overall, although there is no consistent, whole-school approach to the setting of targets for pupils to work towards in literacy and numeracy. The good progress of pupils with learning difficulties and/or disabilities owes much to the high quality of the support they receive. In addition, they understand their step-by-step targets and this helps them to measure their own progress as well as motivating them.

Pupils' personal development is outstanding as a result of high quality provision for their personal, social, health and citizenship education. This has a positive impact from the moment children start in the Foundation Stage. Pupils' special qualities are their behaviour and relationships with one another. At work and play, they are co-operative and enthusiastic, willing to take on responsibility and contribute to the smooth running of the school. The school's family atmosphere pleases parents and carers as much as the good progress their children are making. The curriculum is imaginatively planned and many additional learning opportunities are provided for pupils outside the school day. Pastoral care is a real strength of the school, being at the heart of the Christian ethos that permeates all aspects of its work.

## Effectiveness of the Foundation Stage

**Grade: 3**

Although very new to school, the current year group has got off to an excellent start that is delighting parents. Recent initiatives to strengthen planning and teaching, and the improved accommodation, are early indicators of good provision but it is too soon to judge the impact on achievement and standards. In the past, children's progress has been satisfactory but has varied between areas of learning. This has

resulted in children starting Year 1 at much higher levels than those expected nationally in their personal and physical development and knowledge and understanding of the world. In contrast, progress in writing and mathematical development has been slower and standards have sometimes been below expectations.

### **What the school should do to improve further**

- Develop a consistent approach to setting targets for individual pupils and ensure that they are aware of how well they are doing in relation to these.
- Improve achievement of children in the Foundation Stage in writing and mathematical development.

## **Achievement and standards**

**Grade: 2**

Results in national assessments and tests at the end of Year 2 and Year 6 have risen in recent years to levels well above national averages. Occasional dips in performance have occurred when a year group has had a higher than usual proportion of pupils having learning difficulties and/or disabilities. The school has high expectations of the progress that pupils will make, resulting in at least above average standards in English, mathematics and science. This good achievement is particularly evident for the current Year 6 pupils. The targets for this group in the 2008 national tests are very challenging and were set before several pupils with learning difficulties joined the school. Nevertheless, a high quality of teaching is improving achievement for all Year 6 pupils, impressively so in mathematics, putting them on track to achieve these targets. The school has also recognised that children in the Foundation Stage could make quicker progress and steps are being taken to improve achievement, particularly in writing and mathematics, at the start of Year 1.

Numeracy has been comparatively weaker than literacy in the past but the priority given in 2006-7 to improving the teaching of mathematics is raising standards throughout the school. Pupils' mental skills are sharp but they are not yet competent enough at explaining how they carry out mental calculations.

## **Personal development and well-being**

**Grade: 1**

Pupils' very positive attitudes are reflected in their obvious enjoyment of learning in lessons and their enthusiasm for other aspects of school life. Their spiritual, moral, social and cultural development is outstanding and the school has done well to extend pupils' knowledge of a diversity of cultures. Pupils spoke with excitement about the many experiences they had enjoyed in the Africa week held last year.

Attendance is good, with improvement resulting from the school doing all it can to encourage families to avoid taking holidays in term-time. Pupils have an excellent understanding of how to stay healthy and show this as they talk knowledgeably about the importance of regular exercise and healthy eating. They have a mature awareness of safe practices in and out of school. The school council is very active

and gives the pupils a real opportunity to be involved in decision-making. Councillors report on their work directly to the governing body which reinforces their sense of responsibility. All pupils appreciate how their views are sought regularly, through questionnaires about school life in general and through learning conferences where they reflect on their progress in one-to-one meetings with their teachers. Pupils' mature social skills and their good basic literacy and numeracy skills mean they are well prepared for future education and eventual economic well-being.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teachers have high expectations of how pupils should behave and approach their work. The pupils respond with good levels of interest and concentration and are eager to complete their learning activities. These are planned well so that they match the needs of groups of pupils of different ages and abilities.

Teachers make constructive use of the information arising from testing and assessment of pupils' learning at fixed points during the year. They identify any individuals not making expected progress and pay particular attention to improving such pupils' achievement. Pupils are given opportunities to reflect on how well they think they have done or what was easy or difficult. The effectiveness of day-to-day checking of individual pupils' progress varies between teachers. Pupils are given targets to work towards in the next stage of their learning in literacy and numeracy but the targets are often too vague and long term. There is inconsistency in the use of short-term targets related to specific skills that pupils should concentrate on in order to improve achievement still further. The school's knowledgeable teaching assistants work closely with teachers and have good impact on pupils' learning. The guidance and support they give to pupils with learning difficulties and/or disabilities is a significant factor in good progress for these pupils, especially in literacy.

### Curriculum and other activities

**Grade: 2**

Children in the Foundation Stage experience a broad range of learning opportunities and this fosters a love of coming to school. Their curriculum has been revised recently in order to improve achievement, especially in their language and mathematical development. In Years 1 to 6, pupils are similarly provided with stimulating learning experiences across the whole curriculum. There are well planned opportunities to develop information and communication technology skills in other subjects but the use of literacy and numeracy skills across the curriculum is under-developed. The lack of a hall places constraints on the physical education curriculum. The school compensates effectively by making use of the village hall, providing a good range of sports clubs and teaching swimming to all year groups. The curriculum is enriched by regular educational visits and theme weeks when pupils have workshops on topics such as healthy living and creative writing. Clubs such as business enterprise, gardening and the ECO-school programme help pupils to contribute much to both the school and village communities.

## Care, guidance and support

**Grade: 2**

The quality of pastoral care is excellent with all adults in the school knowing the pupils and their needs very well. The school works hard at maintaining a very effective school/home partnership. Pupils feel safe and know that they can talk to staff if they have any worries. Child protection procedures and health and safety checks are very thorough. The school works very well with external agencies to provide support for pupils when this is required. Effective transition arrangements help children to settle into the Foundation Stage and prepare Year 6 pupils for their next stage of education. Pupils receive sound support and guidance for their academic development. Whilst some pupils have a clear understanding of their targets for further improvement in literacy and numeracy, this is not consistent across the school. Marking of pupils' work is less variable and usually gives appropriate guidance on how they can improve their work.

## Leadership and management

**Grade: 2**

The good management of the school is due to the strong sense of teamwork and the effective systems that are in place for monitoring and evaluating all aspects of its work. Much of this is due to the headteacher's leadership, which has some outstanding features. She maintains a clear vision of where and how the school can improve. Her emphasis on the raising of standards and improvement of pupils' achievement has inspired staff. While they are successfully implementing many procedures that are achieving these aims, it is recognised that there is inconsistency in the use of processes of setting targets. Nevertheless, the overall result is the track record of good standards in English and science and the fast improvement evident in mathematics.

All staff have responsibility for leading several subject areas and they do this well. They have detailed knowledge of standards across the school and they analyse strengths and weaknesses in order to plan action for subject development each year. There are good procedures in place for tracking pupils' progress in English and mathematics. However, action planning does not focus sufficiently on linking planned developments in, for example, the curriculum or resources, to how this will improve pupils' achievement. The governing body is fully involved in the day-to-day life of the school and supports well, yet is always ready to challenge in order to ensure that there is a constant focus on school improvement.

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## 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	3
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>



14 September 2007

Dear Children

### **Inspection of Tickenham C of E Primary School, Tickenham, BS21 6RG**

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think you have a good school that is doing a good job in helping you to learn. The school does many things well. This is what we particularly appreciated:

- You are making good progress in your work.
- By the time you reach Year 6, many of you are reaching good standards, especially in English, mathematics and science.
- You behave extremely well and this makes your school a friendly, pleasant place where everyone helps one another.
- You are taught well and teachers work hard at planning interesting things for you to do in your lessons and on trips, and this helps you to learn.
- You understand very well about healthy eating, the importance of exercise and about what are safe things to do at school and home.
- All the adults look after you well and make sure that you are safe and get help whenever you need it.
- The school is led very well by the headteacher and all the adults, including the governors, work well together to improve it.

We think your school could get even better if:

- Your teachers set you clearer targets to work towards in literacy and numeracy and help you to understand what you need to do to achieve these.
- Children in Reception are helped to do better in writing and mathematics.

We hope you will carry on enjoying learning and helping your teachers to make Tickenham Primary School to be an even better school.

Yours sincerely

Colin Lee  
Lead Inspector