School report
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Inspection of Tealby School

Front Street, Market Rasen, Lincolnshire, LN8 3XU

Inspection dates: 11–12 March 2020

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in March 2014 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for six years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils receive a good standard of education at Tealby school. They have lots of opportunities to learn about all subjects of the national curriculum. Teachers link learning to help it stick in pupils' memory. They have high expectations for what pupils should be able to do across the curriculum.

Pupils have high standards for themselves and each other. They hope to achieve the weekly values award or, even better, the headteacher's award. When they have a problem they first try to work it out with their friends. They know staff are on hand if they need them. Pupils are not worried about bullying. They say that it is extremely rare. Of the pupils inspectors spoke with, none could think of a single incident.

Pupil's relish the opportunities they have to learn outside the classroom. The outdoor learning programme makes good use of the facilities around the school. Pupils test out their independence and resilience by learning survival skills.

The school's curriculum is well planned to develop pupils' knowledge as they go through the school. Leaders have redesigned the curriculum for reading and mathematics this year. However, some aspects need sharpening to make the curriculum in these subjects even better.

What does the school do well and what does it need to do better?

In a very short space of time leaders have made significant improvements. These improvements are having a positive impact on pupils' learning. Staff say they have been very well supported through these changes.

The school's programme for phonics is effective. As pupils learn more sounds, they read with increasing confidence. Teachers make sure that the books pupils read closely match their stage of reading. Pupils achieve early success which helps to develop their love of books. When pupils finish the phonics programme, the reading curriculum is less well structured. Most pupils learn the reading knowledge they need, but they lack confidence when discussing what they have read.

In mathematics, the curriculum is well designed and sequenced. It builds on what pupils already know. Teachers revisit previous learning to make sure that pupils remember it. Teachers are working well with this new approach. This is helping pupils to develop secure mathematical knowledge. Occasionally, teachers do not precisely adapt the curriculum to meet the needs of a few pupils. Some are not challenged enough. Others need extra support to help them understand what they are learning.

Teachers join learning in different subjects together. They plan activities from a well sequenced curriculum. Teachers know what pupils have learned before, and what

they need to know in the future. This enables them to plan activities which help to build pupil's knowledge. For example, pupils made Second World War gas mask boxes using their knowledge of 3D shapes and nets.

In the early years children are very enthusiastic learners. The early years team have good knowledge of the curriculum. This allows them to encourage children to take their learning where they want it to go. For example, children learned about the fable of the crow and the pitcher. Children began by trying out how adding stones to a cup of water will raise the water level. Some children took this further considering the welfare of the crow and other birds. They drew on their previous learning about animals and their habitats.

Leaders have made sure that pupils with special educational needs and/or disabilities (SEND) have the right support. Leaders are aware that some pupils have been inaccurately identified as having SEND. Some of these pupils may have gaps in knowledge due to weaknesses in the curriculum in the past. Leaders are carefully checking the support these pupils receive to help them to catch up.

In lessons, pupils behave very well. When learning in the wider curriculum they are highly motivated, determined and resilient. Occasionally, when they are less confident they do not show these learning traits. Pupils understand that people are different, yet the same. They are respectful of people's choices.

In the past the school's governing body have been too accepting of what leaders have told them. This has prevented them from finding out why pupils have not achieved as well as they should. The governing body's procedures are not strong enough to sharply hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher has implemented a new system for reporting safeguarding concerns. This is well understood by staff. The new system pulls together safeguarding, behaviour and pastoral concerns. Leaders check records of concerns frequently. They can spot any patterns of concerns. Staff at all levels know why it is important to pass on concerns. They are vigilant and know the possible signs of abuse. One member of staff told inspectors it was important to get to know pupils, so they can spot any changes in behaviour.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Once pupils complete the phonics programme the development of their reading knowledge is not precisely planned. The knowledge pupils will need when reading is not made explicit enough. Some pupils do not know how to analyse more complex texts. Leaders must ensure that the curriculum for reading develops

pupil's reading knowledge, so they can confidently discuss and analyse different texts.

- Occasionally in mathematics, the ambition for what a few pupils should be able to achieve is not matched closely to the tasks they are given. Some pupils are not challenged enough, and others are not always provided with the resources they might need to help them. Leaders must make sure that teachers know how to adapt the curriculum to meet the needs of all learners.
- The school's governing body does not have robust systems and procedures in place to fully understand and challenge what is happening at the school. Governors must review their current practice to ensure they have an overview of the school's strengths and weaknesses, enabling them to fully hold leaders to account.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120480
Local authority	Lincolnshire
Inspection number	10121309
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	Kelly Smith
Headteacher	Zoe Humberstone
Website	www.tealby.lincs.sch.uk
Date of previous inspection	27– 28 March 2014

Information about this school

- The headteacher joined the school in September 2019.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for six years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- We did deep dives in the following subjects: reading, mathematics, music and science. This included lesson visits and discussions with teachers and subject

leaders. We talked with pupils about their learning and looked at examples of pupils' workbooks in these and other subjects.

- We held meetings with the headteacher, subject leaders and teachers. We spoke with teaching assistants, administration and lunchtime staff.
- We spoke with a member of the governing body. We held telephone discussions with the chair of the governing body and with the local authority representative.
- We considered the 42 responses to the Ofsted Parent View and spoke with parents.
- We looked at a range of documents, including the school's own evaluation of the curriculum, curriculum plans, plans for improvement and the most recent published information on the achievement and progress of pupils. We examined information relating to the arrangements for safeguarding pupils.

Inspection team

Helen Williams, lead inspector	Her Majesty's Inspector
Caroline Evans	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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