

Inspection of a good school: Teversham CofE VA Primary School

Church Road, Teversham, Cambridge, Cambridgeshire CB1 9AZ

Inspection dates:

23 and 24 March 2022

Outcome

Teversham CofE VA Primary School continues to be a good school.

What is it like to attend this school?

Pupils say they feel safe and happy at this small primary school. Pupils know that adults care about them, and this helps pupils to feel safe. They also achieve well, despite the challenges of the pandemic. The school's remote learning offer was thorough and supportive. Leaders have high expectations for the pupils at Teversham and are working hard to ensure that the full curriculum is taught again now that all pupils are back in school.

There is a strong Christian ethos at the school which permeates leaders' expectations for pupils and the school's values. A clear focus on respect is evident. Pupils are also tolerant and caring towards one another both in class and when moving around the site.

Behaviour around the school and in lessons is good. Breaktimes are orderly yet relaxed. Pupils enjoy the school's large outdoor spaces and spending time with their friends.

Bullying is very rare and is dealt with quickly should it happen. Pupils understand what bullying is, including online and prejudice-based bullying. They know what to do and who to talk to if they are concerned.

A range of clubs and other activities are available for pupils to access. These support pupils' wider and personal development well and are appreciated by them.

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

The quality of education at Teversham is good. This has been maintained since the previous inspection and built upon during the backdrop of the challenges of the pandemic. The areas leaders were advised to develop at the previous inspection have remained a priority, although at a slower pace than planned.

Leaders have reviewed the curriculum, considering what pupils need to know and remember. The curriculum plans for each subject clearly set out the order in which pupils

should learn the knowledge they need. These curriculum plans are being taught regularly and effectively in core subjects such as English and mathematics and are beginning to be fully implemented in the wider curriculum. In some subjects, such as history and geography, work is not always well matched to the needs of the pupils and some pupils struggle to access the content, while others find the work set too easy.

Reading is prioritised. Leaders are determined to develop a love of reading in all pupils. Leaders' chosen 'battle of the books' approach is encouraging pupils to read quality texts, non-fiction and poetry, both in school and at home. Those who do not read often at home are supported more in school. Phonics is taught systematically from the moment children start school in the early years. Leaders have reviewed the curriculum and have started using a new programme which links with a range of books for children to practise their newly acquired phonics skills. Staff have been trained to teach early reading skills. Extra additional support and training is provided for those staff who need it, to ensure pupils learn to read fluently. This support is regularly monitored by senior staff for its effectiveness.

Leaders are keen for pupils to develop mathematical skills. The curriculum is carefully planned and sequenced. Reasoning and problem-solving provides the chance to use and apply pupils' developing mathematical understanding. Support is planned for those who need it, as is extension and further challenge for those who are ready. This ensures that all groups know more and remember more.

Leaders have put in place a well-thought through curriculum in early years. This includes both targeted and free-flow activities of the children's choosing, indoors and in the extensive outdoor areas. These activities are carefully planned, following both the children's interests and the required curriculum. Children demonstrate characteristics of effective learning such as perseverance and cooperation. They enjoy their learning, focus well, and are kept safe.

Leaders know the pupils and their families well. There is a strong Christian ethos and community feeling at the school. This is an inclusive school where pupils' needs are quickly identified and considered. This includes pupils with special educational needs and/or disabilities, who are supported appropriately in class. The headteacher, deputy headteacher, staff team and governors have a shared commitment and enthusiasm to enable all pupils to achieve the best they can. Opportunities exist for pupils' wider engagement outside the classroom, such as a number of well-attended clubs, instrument tuition and a variety of physical education coaching sessions.

Governors have been proactive in ensuring continued improvement, including challenging and supporting leaders when necessary. They know the school and its community well.

In discussion with the headteacher, the inspector agreed that assessment may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

School leaders and staff have a culture of vigilance when it comes to keeping pupils safe. Robust systems and procedures are in place and pupils are taught about personal safety, safety online and other safeguarding risks. Pupils say they feel safe. Those needing support are identified quickly and supported in school or referred to other agencies as appropriate.

Adults working with children are carefully checked using appropriate recruitment procedures. Policies around safeguarding and child protection are detailed and reviewed regularly by staff and governors. Regular training takes place. This ensures that all adults are up to date with the latest guidance and know what to do should any safeguarding concerns arise.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The assessment of pupils' current work in subjects other than English and mathematics is not as strong as it is in those two core subjects. As a result, work does not always match closely to the needs of all groups of pupils. Leaders should ensure that assessment in these subjects is used more effectively to ensure that teachers match work well to the needs of the pupils they teach.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

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 information from Ofsted Parent View 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	110834
Local authority	Cambridgeshire
Inspection number	10211207
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair of governing body	Tarita Smallwood and Liz Taylor (co-chairs)
Headteacher	Louisa Kenzie
Website	http://www.tevershamschool.co.uk/
Date of previous inspection	17 and 18 January 2017, under section 5 of the Education Act 2005

Information about this school

- This is a voluntary aided Church of England school under the Diocese of Ely.
- The school has an on-site pre-school which it is responsible for. This provides early years provision for children who are two years and 10 months old until they start school.
- A breakfast and after-school club are available on site run by the school. Pupils from Reception to Year 6 are eligible to attend.

Information about this inspection

- The inspector did deep dives in the following subjects: reading, mathematics, and science. The inspector met with curriculum leaders and visited lessons. She reviewed pupils' work in these subjects, and in the wider curriculum, as well as speaking with teachers and pupils.
- The inspector met with senior staff including the headteacher, deputy headteacher and subject leaders. She also talked with several governors, including both co-chairs and the local authority representative who supports the school.

- The inspector spoke with pupils from Year 2 to Year 6 in a group when visiting classrooms, at breaktime and in both the breakfast and after-school club.
- The inspector considered 22 responses to Ofsted’s staff questionnaire, 81 parent responses to Ofsted Parent View, the online survey, 21 free-text responses were reviewed and 47 responses to Ofsted’s pupil survey were also considered.

Inspection team

Jacqueline Bell-Cook, lead inspector

Ofsted Inspector

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