

Tysoe CofE Primary School

Inspection report

Unique reference number	125649
Local authority	Warwickshire
Inspection number	381103
Inspection dates	22–23 February 2012
Lead inspector	Peter Kerr

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	172
Appropriate authority	The governing body
Chair	Judith Walsh
Headteacher	Sarah Slatter
Date of previous school inspection	14 October 2008
School address	Saddledon Street Tysoe Warwick CV35 0SH
Telephone number	01295 680244
Fax number	01295 680244
Email address	admin3068@we-learn.com

Age group	4–11
Inspection date(s)	22–23 February 2012
Inspection number	381103



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.

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 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 2012



Introduction

Inspection team

Peter Kerr

Additional inspector

Joanne Sanchez-Thompson

Additional inspector

This inspection was carried out with two days' notice. Inspectors spent seven hours in lessons and observed all nine of the school's teachers. They listened to pupils reading, looked at their writing and mathematics work across the curriculum and talked to them about their experiences. Meetings were held with teachers about their leadership responsibilities and with members of the governing body about their roles. Inspectors observed the school's work, and looked at teachers' planning, the tracking of pupils' progress and photographic evidence of pupils' practical work. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and analysed the views of parents and carers expressed in 113 parental questionnaires.

Information about the school

The school is a smaller than average primary school. Nearly all the pupils are from white British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who have special educational needs is below average. Most of these pupils have learning difficulties. There have been no disabled pupils at the school for the last three years. The school's performance in 2011 met the national minimum floor standard set by the government for that year. A new headteacher was appointed in February 2010. The school gained the silver Eco award in 2011.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Pupils' achievements are no better than satisfactory because previous slow progress has held back attainment in some year groups.
- Attainment rises in Reception from near the expected level on entry to above average by the end of that year. Pupils' attainment is above average in writing and mathematics and high in reading at the end of Year 2 and Year 6. Pupils are more accomplished in writing than in mathematics because of greater teaching expertise in English. Pupils who have special educational needs make satisfactory progress because support is closely matched to their needs.
- Teaching is satisfactory. Basic literacy and mathematics skills are taught well. Some lessons inspire pupils and lead to good outcomes across the ability range, especially in English. Some good teaching in mathematics supports pupils to explore ideas and discover patterns for themselves but more often tasks are less interesting and do not match the full ability range.
- Behaviour is good and nearly all parents and carers agree that the school keeps their children safe. A very small minority say that behaviour is not good enough in the playground and in lessons. Inspectors observed mostly good behaviour throughout the inspection and pupils had only minor concerns.
- Leadership and management are satisfactory. The headteacher has successfully focused the school's work on pupils' achievements and improved consistency in teaching. Some staff and some parents and carers are not yet convinced of this and some questionnaire comments referred to a lack of direction for the school. The headteacher and governing body recognise that their efforts to ensure that all stakeholders feel they have a voice have not been fully effective. The new skills based curriculum provides a good range of interesting studies but opportunities are missed to inspire awe and wonder in pupils, develop their awareness of cultural diversity and relate topics to their own environment and lives.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 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

What does the school need to do to improve further?

- Improve the quality of pupils' learning in mathematics by:
 - devoting more time to purposeful practical work that closely matches pupils' attainment and interests
 - improving the extent and quality of investigative work so that pupils explore patterns in mathematics and learn to look for general rules
 - further improving teachers' confidence and skills in asking probing questions of children as they work and adjusting tasks according to their responses
 - fully exploiting opportunities for pupils to learn about and use mathematics in topic studies
 - celebrating mathematical ideas and achievements more prominently in displays across the school.
- Make the curriculum even more challenging and relevant by:
 - ensuring that the new skills-based curriculum is fully embedded across the school and that its impact is closely monitored and evaluated
 - linking pupils' studies to their own environment and experiences wherever possible
 - incorporating specific objectives in planning relating to pupils' personal development, including all aspects of their spiritual, moral, social and cultural development
- Improve the impact of the school's partnership with parents and carers by:
 - providing more detailed information about initiatives and developments in the school in a greater variety of ways
 - improving ways for parents and carers to present and explain their views and ideas and incorporating these where possible in school improvement initiatives

Main report

Achievement of pupils

Progress in writing and mathematics had slowed following the last inspection but has been accelerating since September 2011. Most pupils in each year group are on track to meet the above average targets set for them by the end of 2012. Attainment in reading had remained above average at Year 2 and Year 6. Well focused teaching is remedying any remaining weaknesses in spelling, grammar and punctuation skills. Good samples of extended writing were seen in Key Stage 2, with interesting content and correct spelling and grammar.

In mathematics, examples were seen of pupils in both key stages working enthusiastically on practical tasks designed to get them thinking and collaborating to solve problems. For example, Year 1 pupils enjoyed working out instructions to get

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

their partners from one place to another and Year 5 and 6 pupils talked animatedly about how to draw or sort shapes to meet specific criteria. This helps to explain why some pupils say mathematics is now their favourite subject. Pupils do not always get the most out of these lessons because not all staff have sufficient expertise to ask probing questions and plan activities that might add more challenge and interest.

The progress pupils who have special educational needs is improving at a similar rate as for other pupils because interventions are timely and meet their needs well. Some pupils with learning difficulties who joined the school after Reception were not catching up as quickly as they should but the school has effectively adjusted support to remedy this. Current evidence shows accelerating progress for these pupils.

Children in Reception make good progress across the Early Years Foundation Stage areas of learning. They develop good communication skills because staff help them to talk and communicate while teaching and intervene purposefully to encourage communication as they play. Reading, writing and mathematics skills are also developed well through regular teacher input supported by purposeful play designed to apply new skills. For example, children talked animatedly as they built different shapes with bricks after a lesson earlier in the day about solid shapes. Staff keep meticulous records of progress which are shared with parents and carers.

Quality of teaching

Teachers have responded well to the challenge of linking their performance to pupils' progress. Assessments are generally accurate and used effectively to plan lessons that build on prior learning. Pupils with special educational needs are provided for satisfactorily either by individual programmes of work or by suitably adapted tasks. More-able pupils are often given different tasks, but these are not always demanding enough to fully challenge them.

In good lessons, introductions are brief and lively, and most pupils contribute ideas. Teachers and teaching assistants then spend the bulk of the lesson time supporting pupils and encouraging them to improve their work and extend their skills. Intermittent discussions led by staff help pupils to clarify and share their ideas. In some less effective lessons, particularly in mathematics, introductions are too long and efforts of both staff and pupils are too closely focused on the completion of set tasks rather than on the quality of learning. This leads on occasions to lower ability pupils being supported to complete tasks that they do not fully understand or more-able pupils moving on too quickly from one task to another without discussing what they have learned and how this can be applied or extended.

The planned skills based curriculum has led to some good links between subjects, enriching learning and improving pupils' spiritual, moral, social and cultural development. For example, in a Key Stage 2 history lesson on the Tudors, pupils were asked to consider why people dressed as they did and compare this with modern styles of dress; this stimulated some good discussions and empathetic writing. Pupils' self-esteem and mutual respect were greatly enhanced in a Key Stage

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

1 reading session in which pupils spontaneously applauded and complimented those who had read aloud.

Mathematics is not as consistently evident as English throughout the curriculum and pupils' mathematical work is less evident in displays. The potential of mathematics to help pupils appreciate the awe and wonders of the natural world and celebrate the achievements of different cultures is not fully exploited. For example, opportunities are missed to wonder at the mystery and beauty of patterns in shapes and numbers. Some teachers lack confidence and do not allow pupils to investigate areas that might lead to questions which they may not be able to answer. As a result, interesting and challenging avenues of exploration are overlooked.

Although most parents and carers say that their children are taught well, a minority do not, and some commented justifiably that there is not enough independent and investigative learning.

Behaviour and safety of pupils

All the behaviour observed during the inspection was at least satisfactory and most of it was good. There are a few pupils who cause distractions on occasion. Some of the concerns about behaviour expressed by parents and carers related to historical problems with conduct at lunchtimes. Since September 2011, lunchtime supervision has been improved, with clearer rules emphasising rewards for good behaviour in preference to sanctions for poor behaviour. Pupils understand and appreciate this structure and say it has improved behaviour and that they feel safe at play. They fully understand safety rules, including those related to the use of the internet, and say that if they feel threatened in school they would go to an adult for help.

Pupils say there is no bullying of any kind, including racism, and that if it did happen it would be dealt with immediately. In discussions with them, it was clear that they felt free from intimidation and they were very positive in their view that everyone should be treated equally regardless of their background and origin.

Pupils get on well together and are polite and helpful. Their enthusiasm for lessons contributes well to their learning because it helps them make the most of all opportunities that arise. Attendance is improving but fails to exceed the above average threshold for primary schools because some holidays are still taken in term time.

Leadership and management

Improvements to the leadership and management of the school have been a significant factor in the recent upturn in pupils' progress and rising attainment. Following a period of intermittent long absences by senior staff, the new structure has brought a settled sense of purpose to school improvement planning. Many teachers have moved year groups to refresh their approaches and give them a broader view of learning across the school. In addition, targets set for each class

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

require pupils to make a third more progress during the year than the average for primary schools. Most staff have responded with renewed enthusiasm to these challenges.

The improved behaviour brought about by more positive behaviour management contributes well to the moral and social aspects of pupils' spiritual, moral, social and cultural development. The Eco-club makes a strong contribution to pupils' personal development. Through it pupils learn a lot about local and global environmental issues and say they are very proud of what they do. Assemblies, class discussions and some aspects of the new curriculum encourage reflection on spiritual and cultural issues, but these aspects of the pupils' personal development are less well promoted than their moral and social development. Many pupils benefit from music instrumental lessons which are provided by peripatetic tutors during school hours.

Governance is satisfactory. The governing body has extended and improved its role in monitoring the school and holding it to account for the standards achieved. It has a firm commitment to equality of opportunity and uses data on pupils' progress to ensure that all groups do equally well. Individual members have specific roles within the school and some come into school regularly either to give practical support or see how well improvements are being implemented. The arrangements for safeguarding children fully meet statutory requirements.

The improvements already brought about, the improving trends in teaching, learning and attainment, and the sense of common purpose give the school a satisfactory capacity for sustained improvement.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 February 2012

Dear Pupils

Inspection of Tysoe CofE Primary School, Warwick CV35 0SH

Thank you for all your help during the inspection. We found that your school gives you a satisfactory education and is getting better. We were particularly impressed with how friendly and helpful you are and how you do lots of things to help improve the environment through your Eco-club. These are some of the things we learned about your school.

- You enjoy reading and have good reading skills. Your spelling and punctuation are improving and your writing is interesting. You are getting better at mathematics and lots of you say you enjoy it, but you are not yet as good at it as you are at reading and writing.
- The lessons that help you to learn best give you lots of opportunities to talk about your ideas. Your teachers help you to use your reading and writing skills well in topic studies. You do not have as many opportunities to learn about mathematics in other subjects.
- Most of you behave well and do your best to ignore any distracting behaviour caused by a very few pupils. You enjoy working hard when your lessons are interesting and you persevere to get things done.

These are the things we have asked your teachers to do to help you achieve even better.

- Give you more time to work practically in mathematics, ask you more challenging questions and help you to investigate your own ideas.
- Bring mathematics into topics a lot more so that you learn how mathematics has been developed in different countries and over time and to help you to understand and appreciate the wonders of nature.
- Involving you and your parents and carers more in planning how to improve the school.

You can help by continuing to work hard and not being afraid to put forward your ideas.

Yours sincerely

Peter Kerr
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.**