

# Tidbury Green School

## Inspection report

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<b>Unique Reference Number</b>	104065
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	355514
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Fiona Arnison

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucy Roach
<b>Headteacher</b>	Yvonne McHale
<b>Date of previous school inspection</b>	2 July 2008
<b>School address</b>	Dickens Heath Road Tidbury Green, Solihull B90 1QW
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 10 members of the teaching staff. They held meetings with the headteacher, representatives from the governing body, staff and pupils and spoke to parents and carers. They observed the school's work and looked at various documents, including: a range of self-evaluation documentation; the school's development plan; progress reports; minutes of governing body meetings; pupils' books; and records of pupils' progress. Inspectors analysed questionnaires from 96 parents and carers and also took account of pupil and staff questionnaires.

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

- The progress made by different groups of pupils, particularly more-able pupils and those who have special educational needs and/or disabilities.
- The impact of recent actions to improve pupils' achievement in mathematics.
- The effectiveness of middle leaders in improving the quality of provision.
- How well the school has addressed the recommendations from the last inspection report to improve attainment in writing.

## Information about the school

This is an average-sized primary school which has recently completed a reduction in pupil numbers. A change from two-form to one-form entry means that only half as many pupils can now be admitted to the school each year. The majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is slightly below average, although the proportion of pupils who have a statement of special educational needs is broadly average. The Early Years Foundation Stage provision includes a Nursery, which is managed by the governing body, and a Reception class. The before- and after-school club, known as 'Flamingos,' is also managed by the governing body. The school has achieved an Eco-schools Green Flag award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a caring school with a number of strengths. It provides a satisfactory education for its pupils. One parent, summing up the views of many, said, 'This is a lovely, happy school, with friendly teachers always ready to help.' Pupils, and their parents and carers, agree that the school keeps them safe. A particular strength is the care, guidance and support that the school provides, especially for those pupils experiencing academic, physical or emotional difficulties. The Early Years Foundation Stage provides good quality, well-resourced learning experiences for the youngest children. The high-quality before- and after-school care provided in 'Flamingos' is much appreciated by pupils, parents and carers.

In its previous inspection, the school was asked to raise standards in writing, especially for the more-able pupils in Key Stage 1. It has done this successfully through focused training for teachers and by giving pupils opportunities to write at length about things that they find interesting and exciting. The proportion of pupils who achieve the highest levels in writing at Key Stage 1 is now twice the national average, and the proportion at Key Stage 2 is almost as high. However, declining standards in reading over this time have only recently been identified through the school's tracking systems. New resources purchased to redress this situation have not yet had an impact. Progress in mathematics is improving as a result of planned actions, but these have been impeded by staff changes, particularly to middle leadership roles. As a result, their full impact is not yet evident in raised standards.

Inspectors observed some good lessons, although the quality of teaching overall is satisfactory. In the best lessons, pupils were extremely well motivated and produced work of a high standard. Pupils' work had been conscientiously marked, and pupils themselves were clear about how well they were doing and how to improve. However, practice is inconsistent across different classes and subjects. In some lessons the pace of learning is too slow and pupils are not clear about the tasks they have been asked to do. Some marking is perfunctory and does not give pupils adequate guidance to improve their work.

The school has experienced an extended period of staffing turbulence as it has been required by the local authority to reduce the number of pupils on roll. This has resulted in some inconsistencies in the quality of teaching and learning, and consequently in pupils' progress. The governing body and senior leaders have taken action to rectify the situation. Satisfactory outcomes have been maintained overall; improvements to the Early Years Foundation Stage provision have also led to better progress in Year 1 and, combined with the improvements in writing, these demonstrate the school's satisfactory capacity for sustained improvement. Leaders are aware of the school's strengths and weaknesses and have identified the right priorities for improvement; the school's evaluation of its own effectiveness is broadly accurate.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment in reading and mathematics to exceed national averages, by:
  - making rigorous use of tracking data to identify the progress made by different groups of pupils
  - ensuring that pupils who underachieve receive pertinent and timely interventions
  - challenging the progress made by more-able pupils, in order to increase the proportion who achieve the highest levels
  - developing the role of the leadership team and middle leaders in monitoring and evaluating school improvements effectively.
- Improve the quality of teaching so that it is consistently good, by ensuring that:
  - all lessons proceed at a swift pace
  - work is matched precisely to pupils' different starting points
  - teachers' explanations are succinct but clear
  - all teachers use marking and assessment techniques consistently well.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enter the school with skills in line with those expected nationally for their age. They make good progress in the Early Years Foundation Stage. Progress across the rest of the school is satisfactory. Although some pupils make good progress, for example in writing, this is not sustained for all pupils in all subjects. Pupils leave the school at the end of Year 6 with attainment in line with that found nationally in English and mathematics, although standards in writing are higher than those in reading, where interventions are not always precise and timely enough to boost standards. In Key Stage 2 a below-average proportion of pupils achieve the highest levels in mathematics. This is because their mathematical thinking has not been extended through solving challenging problems and completing investigations.

Work in lessons and in pupils' books shows high standards in writing; for example, in a Year 6 lesson, pupils enjoyed manipulating a range of sophisticated connectives and complex sentences when comparing the film version of Northern Lights to the original novel. Pupils in Year 4 made excellent use of figurative language in their responses to The Highwayman as a result of an inspired rendition of the poem from their teacher. Children in the Early Years Foundation Stage were observed writing confidently and purposefully. They made good use of their growing knowledge in relating sounds to letters, for example when writing about their holidays.

Pupils with special educational needs and/or disabilities make satisfactory progress over time; although, on occasions, they make rapid progress as a result of carefully tailored interventions and support, such good progress is not consistent. This is because recent training for teachers and teaching assistants to support pupils' specific and diverse needs has not yet had a full impact on pupils' outcomes.

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Pupils' behaviour is good, both in lessons and around the school. They develop a good understanding of what constitutes a healthy lifestyle, and older pupils enjoy their role in running the school's healthy 'Tuck Shop'. Year 6 pupils have responsibilities such as head boy, head girl and prefect roles which contribute to the smooth running of the school. The Eco-committee are proud of their role in promoting recycling, saving energy and improving the school grounds. The school has made good use of opportunities to engage with the local Traveller community, in order to introduce different cultures to pupils; however, opportunities for pupils' spiritual development are limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

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

## How effective is the provision?

Teachers plan interesting and exciting activities for pupils of different abilities. In the best lessons, all pupils are appropriately challenged to think and solve problems. For instance, in a Year 5 mathematics lesson on probability, more-able pupils worked out the likelihood of winning different dice games, and then enjoyed testing out their hypotheses. However, not all lessons are as motivational or well matched to pupils' abilities. Sometimes the tasks are too difficult for pupils to begin without help; at other times they are insufficiently challenging. Although some lessons proceed at a swift pace, this is not always the case; on occasions, teachers talk for too long while pupils sit passively and compliantly.

The extensive school grounds and local woodland are used well to support pupils' learning, for example through the Forest School which pupils thoroughly enjoy. Work has begun to

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improve the curriculum and make it more creative; however, it is too early to evaluate the full impact of the changes on pupils' motivation and progress. Pupils benefit from many trips and visits to the local area, including residential visits for Year 5 and Year 6 pupils. A range of extra-curricular activities is provided, although take-up is low.

The school provides good care, guidance and support, especially for pupils who are experiencing difficulties or whose circumstances may make them vulnerable. Teaching assistants are well deployed to help groups and individuals and their growing expertise is helping these pupils to make more rapid progress. There are smooth transition arrangements for those pupils starting in the Nursery or Reception classes or moving into Year 1. Recent initiatives to reduce absence have been effective in improving some, but not all, pupils' attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers are well motivated and have focused on appropriate priorities, broadly outlined in the school development plan. Pupils' progress is tracked accurately, although the analysis of this data is not used rapidly or frequently enough by leaders to pinpoint the underachievement of groups or individuals and prevent some inconsistencies in progress. Staffing turbulence has meant that middle leaders have not been fully involved in monitoring and evaluating school improvements and their precise roles and responsibilities are currently unclear.

The governing body has actively supported and challenged the school's leadership, striving for consistency in the face of volatile staffing scenarios. It influences the strategic direction of the school, for example in identifying and allocating funds to replace outdated information and communication technology (ICT) equipment. Health and safety checks are undertaken regularly and robust steps are taken to safeguard pupils. These include regular reviews and evaluations of actions, resulting in amended and improved procedures. Equality of opportunity is satisfactory, given that all groups of pupils make at least satisfactory progress over time. The school fulfils its duty to promote community cohesion effectively at a local level. Links with other schools nationally are beginning to have an impact, although leaders recognise that links with schools in other countries are currently underdeveloped.

The school communicates well with parents and carers, involving them in discussions on aspects such as behaviour policy and reading records, and inviting them to workshops such as the recent 'dads and lads' event. The governing body conducts annual parent and

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carer surveys and responds rapidly to any concerns, for instance convening a meeting to air anxieties regarding staffing changes.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage unit. The amalgamation of the Nursery and Reception classes to form a single cohesive unit has been successful in enabling pupils' different needs to be met. This is because practitioners carefully assess and plan for each individual child's learning needs. Adults' expectations of what children can achieve are very high; as a result, children make good progress. For example, a group of children were observed collecting data from their friends to advise 'Monkey', one of the toys, about what he should take on his holiday. They proudly presented their results accurately as a tally chart and as a pictogram. The school has made changes to the Year 1 curriculum to maximise children's progress beyond the Early Years Foundation Stage, although it is still too early to see the full impact of these changes.

The well-resourced, spacious provision has been carefully organised to give children rich learning experiences. Adults are well qualified and knowledgeable about welfare and health and safety requirements. Children are given opportunities to develop confidence and independence, and they play together very cooperatively. They resolve any minor disputes between themselves sensibly and maturely. 'Play, stay and chat' sessions enable parents and carers to observe their children in the setting, and discuss their progress and future learning needs directly with practitioners.

The staffing turbulence that has affected the school has also had an impact in the Early Years Foundation Stage, where the leader is relatively new in post. Adults rightly recognise that recent changes need time to become embedded and refined. As is the case



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further up the school, assessment information is not yet used routinely in the setting to pinpoint effective learning opportunities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A higher than average proportion of parents and carers responded to the survey. Their views were positive, although a few expressed concern about staffing changes. Many praised the approachability of the teachers and teaching assistants. A small minority had concerns about the way in which the school deals with unacceptable behaviour. Inspectors looked in detail at the school's records and data for behaviour. They spoke to the pupils and to senior leaders, and judged that the school's procedures are effective. No unacceptable behaviour was observed during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tidbury Green 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	59	38	40	1	1	0	0
The school keeps my child safe	68	71	27	28	1	1	0	0
My school informs me about my child's progress	44	46	44	46	8	8	0	0
My child is making enough progress at this school	48	50	44	46	4	4	0	0
The teaching is good at this school	51	53	41	43	1	1	0	0
The school helps me to support my child's learning	50	52	40	42	4	4	0	0
The school helps my child to have a healthy lifestyle	55	57	38	40	2	2	0	0
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)	43	45	40	42	9	9	0	0
The school meets my child's particular needs	49	51	38	40	8	8	0	0
The school deals effectively with unacceptable behaviour	43	45	35	36	14	15	2	2
The school takes account of my suggestions and concerns	44	46	39	41	7	7	1	1
The school is led and managed effectively	44	46	43	45	2	2	4	4
Overall, I am happy with my child's experience at this school	54	56	35	36	3	3	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 June 2011

Dear Pupils

**Inspection of Tidbury Green School, Solihull, B90 1QW**

Thank you for welcoming us to your school recently. Thank you also to those of you who filled in the questionnaires for us. We enjoyed meeting with you all and hearing about the lessons and activities that you do. You go to a satisfactory school, which means that it does some things well but also has some areas in need of improvement.

You told us that the adults look after you well, and we agree. Those of you in Year 6 told us how much you enjoy your residential trips, and how seriously you take your roles, including as head boy, head girl and prefects. We were very interested to hear about the work of your Eco-warriors, saving energy and recycling waste, which is clearly helping you to become responsible citizens.

We have asked your headteacher and teachers to make some improvements to your school so that you achieve higher standards, especially in reading and mathematics, before you go on to secondary school. We have also asked your teachers to make some improvements to your lessons, to help you to learn faster. Some of you told us that you weren't sure how well you are doing at school. We have asked your teachers to tell you this and how you can improve your work, both in class and when they mark your books. All of you can help by reading your teachers' comments carefully and asking if you don't understand them.

With best wishes to you all at Tidbury Green.

Yours sincerely

Fiona Arnison  
Lead inspector

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