

Tidbury Green School

Dickens Heath Road, Tidbury Green, Solihull, B90 1QW

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because they are well taught. Leaders have successfully introduced changes in the way reading and mathematics is taught. As a result, pupils' achievement in both of these subjects has improved since the previous inspection.
- Reading is a strength because letters and their sounds are taught very well in children's early years in the school. Older pupils enjoy reading a wide range of books and make well considered choices about different authors.
- Relationships are harmonious and pupils are treated as individuals. Teachers manage classes sensitively and learning in lessons is purposeful. Discussion in lessons is often lively and interesting.
- Pupils are very polite and courteous. Behaviour in and around school is never less than good. Pupils get on very well with each other and say there are rarely any disputes or bad behaviour. They feel safe in school and are free from bullying.
- Leaders have comprehensive arrangements to track the progress of individual pupils regularly and assess the needs of those pupils who join the school at different times of the year. As a result, additional help is well targeted.
- The leadership of teaching is very effective and achievement is better than at the time of the last inspection. The school is improving at a good rate. The staff work well together and readily take on new challenges.

It is not yet an outstanding school because

- Opportunities for pupils to work for extended periods, where they can direct their own learning and to identify how well they have done for themselves are not always promoted well enough.
- A few pupils do not always work well enough in small groups, or on their own, without close direction from staff.
- Pupils are not given sufficient experiences to deepen their understanding of living in a multi-cultural and multi-faith society.

Information about this inspection

- Inspectors observed 16 lessons, including 11 which were joint observations with senior staff. Inspectors also observed an assembly.
- Meetings were held with staff, members of the governing body, groups of pupils and a representative from the local authority.
- Inspectors took account of the 56 responses to the on-line parent questionnaire (Parent View) and information from the school's survey of parents' opinions. Parents' views were also gathered from informal conversations at the end of and during the school day.
- Inspectors observed the school's work and looked at documents, including the school improvement planning, school checks on teaching and progress, records relating to attendance, the school's numerical data on pupils' progress, and analysed samples of pupils' work

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Kathryn Hill

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. There are eight classes. There is no alternative provision offsite (lessons that take place regularly away from school).
- Changes to provision in the local area, just before the time of the previous inspection, means the school has the space to take more pupils and, unusually, has an exceptionally wide catchment area. The majority of pupils travel by car to school.
- The Early Years Foundation Stage provision includes a Nursery which takes children in the mornings only, and a Reception class. Due to the external intake into Reception, the children from the school's nursery become the minority.
- A significant proportion of pupils join the school mid-year, including into Years 5 and 6. For example, in the current Year 6, about two thirds of the pupils have been in the school from the start of Year 3.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is a little above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and pupils from forces families, is below average but rising.
- The school runs a breakfast and after-school club.
- There is pre-school provision on-site which is run privately. This provision is inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that achievement is outstanding in a higher proportion of lessons and particularly, to increase the proportion of pupils working at the higher National Curriculum levels by:
 - providing more extended opportunities for pupils to work on their own or together in groups, including activities where they can direct their own learning and identify for themselves how well they have done.
- Improve the independent working skills for those pupils who are reliant on direct supervision to work productively.
- Provide more experiences which promote pupils' understanding of living in a multi-cultural and multi-faith society.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge, skills and understanding that are below age-related expectations and make good progress in the Nursery and Reception. The good provision, particularly to establish basic reading and writing skills, enables children to meet the expected levels of development, in the different areas of learning, by the time they enter Year 1.
- The current Nursery and Reception children are doing particularly well in developing their communication, language and literacy skills. In the Nursery, opportunities for the children to develop language skills through questioning and discussion are excellent. In Reception, a good proportion of children are well ahead in using their knowledge of letters and their sounds (phonics) to read words such as 'shark', 'ring' and 'chop'.
- By the end of Year 2, overall attainment is a little above average. Pupils in the current Years 1 and 2, have made good gains in developing their reading, writing and number skills from their different starting points. The attainment of those pupils in receipt of additional pupil premium funding, is similar to that of other pupils nationally.
- Since the previous inspection, Year 6 attainment has been average. In the current Year 6, pupils are on course to attain similar standards. This includes several pupils who have recently joined the school. However, the attainment of the group of pupils who have been in the school for most of Key Stage 2 is above average.
- The school's records of progress show that nearly all pupils across Key Stage 2 make expected progress and a good proportion of pupils make better than expected progress. Pupils who are in receipt of additional pupil premium funding make good progress, in line with their classmates. Their attainment, based on average point scores (which show the total of national curriculum results) is average. Pupils in Year 6 who have been in school for most of Key Stage 2 are on track to make about four average point score gains, in English and mathematics, that is above that normally expected (three points represent about one year's progress).
- While the proportion of pupils working at the higher National Curriculum levels is now increasing, particularly in mathematics, leaders rightly recognise that this remains a priority for further improvement. Additional support for the most able pupils is boosting progress. Year 5 and 6 pupils for example, solve multi-step problems using negative numbers.
- Disabled pupils and those who have special educational needs make good progress. They are given effective additional, well targeted support and guidance to help them with their work and consequently achieve well. In Year 6 for example, high quality discussion with the teaching assistant enabled individuals to decide which algorithm to use to solve a word problem.

The quality of teaching is good

- Teaching is typically good and some is outstanding. Relationships between staff and pupils are very positive. Pupils feel able to express their views confidently and know that their ideas will be valued. On occasions, pupils make excellent progress in their learning for example, in Year 4 when they used their literacy skills to find out information about Christopher Columbus.
- In lessons, talk is used well to help pupils to express and develop their ideas and promote

thinking. Questioning by teachers probes pupils' understanding and frequently leads to extended discussion. Pupils are supported well to explore new and adventurous vocabulary.

- Learning typically moves at a brisk pace because lessons are well planned and delivered. Ideas and concepts are built upon well to extend learning and activities are mostly relevant, interesting and purposeful. For example, in Year 5, pupils used their knowledge and understanding about persuasive writing to improve a letter written to the headteacher giving reasons why they should go on a trip.
- There are times when learning is inhibited by the activities provided. For example, when more able pupils are asked to complete worksheets rather than write in greater depth for sustained periods. This limits the scope for the pupils to write at length, direct their own learning and record their own work.
- Marking typically identifies aspects of pupils' work that are successful and what could be improved. Pupils appreciate these comments and respond positively to them.
- Teaching assistants provide valuable support to different groups of pupils, including disabled pupils and those who have special educational needs, and those supported by additional funding. Particular attention is given to those pupils who are new to the school to ensure that they settle in the class quickly and that their needs are thoroughly assessed.

The behaviour and safety of pupils are good

- Pupils are well mannered and are friendly. Their behaviour in and around the school is never less than good. They comment that they are encouraged to make new children welcome and they enjoy looking after them. The school's records show that incidents of poor behaviour are rare. Good behaviour and positive attitudes are mirrored in the breakfast and after-school club.
- Discussions with pupils confirm that they feel safe and secure in school and are free from bullying. Pupils know about the different ways in which they could be bullied through specialist weeks and assemblies. Their awareness of e-safety is promoted well by older pupils who have made a short presentation to remind their classmates about how to be safe when using computers and the internet.
- In lessons, pupils typically respond positively to any request made by the teacher. Older pupils in Years 4, 5 and 6 have very mature attitudes to learning. Groups of pupils work well together, for example, to pool ideas and share their thinking. However, a few pupils do not respond well enough when asked to work without direct support and show a lack of confidence. This limits the progress of these pupils.
- Parents, carers and staff think that pupils' behaviour and safety is a strength of the school. Pupils, parents and carers spoken to confirm that staff deal well with any misbehaviour that occurs effectively. The questionnaire returns by parents and carers show a high degree of satisfaction with behaviour and safeguarding arrangements.
- Pupils attend regularly. In 2012, there were a few pupils whose attendance was poor. The school has followed this up well with the help of external support. As a result, persistent absence is lower this academic year.

The leadership and management are good

- Teamwork is a strong feature in the school and new and inexperienced staff are well supported. Several staff comment positively about the improvements that are being made and that they are proud to work in the school. The leadership of teaching has been effective. For example, staff have embraced new initiatives such as in reading and mathematics which are helping to raise pupils' achievement.
- The school has responded well to the key issues identified at the time of the previous inspection. For example, subject leaders have developed their role well and are driving improvement effectively. Responsibility for managing change is now distributed widely among staff.
- The progress of individual pupils is regularly and accurately reviewed. Any potential underachievement is quickly tackled. This includes individual discussion with pupils about their progress. Leaders are able to use this information, to demonstrate that pupils have equal opportunity to do well. Discrimination is not tolerated.
- Learning in the subjects taught is well planned and links between different subjects are suitably made and this makes learning more coherent and meaningful. For example, pupils in Year 1 use their writing skills well in history.
- The school helps pupils to deepen their spiritual, moral, and social understanding well. Assemblies are used effectively to help pupils to value friendship and to value times when they have helped others. Pupils' cultural development, particularly their direct experience of living in a multi-cultural and multi-faith society is insufficiently developed.
- The local authority has a good awareness of how well the school is doing and, rightly is providing a light-touch, because it has confidence in the quality of leadership and management.
- **The governance of the school:**
 - The governing body keep a close watch on the budget and ensures that sensible decisions are made about spending. Governors have asked challenging questions about pupils' overall progress and know about the use of pupil premium funding and its impact. Some individual governors have worked with the senior leaders to gain a stronger insight into how well pupils are performing in different classes. However, this understanding is not yet widespread. Governance is improving; individual governors know the school well and governors ensure before and after school care are well managed. There is a clear procedure, which they follow to make decisions about teachers rising up the salary scale. Decisions taken are securely based on an understanding of the quality of teaching and pupils' achievement. Governors have been suitably trained to fulfil their statutory duties. They have recently attended courses in order to develop their skills and understanding. This includes training for new governors, courses on safeguarding and safer recruitment of staff. They follow appropriate procedures to ensure that children are properly safeguarded.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104065
Local authority	Solihull
Inspection number	404923

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Jo Weston
Headteacher	Yvonne McHale
Date of previous school inspection	11 March 2010
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