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11 March 2013

Andrew Ridout  
Headteacher  
Tower View Primary School  
Vancouver Drive  
Winshill  
Burton-on-Trent  
DE15 0EZ

Dear Mr Ridout

**Special measures: monitoring inspection of Tower View Primary School**

Following my visit with Andrew Bailey, Additional Inspector, to your school on 7–8 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in November 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

No more than one newly qualified teacher may be appointed to teach in any year group.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Staffordshire.

Yours sincerely

David Anstead  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in November 2011**

- Improve the quality of teaching and ensure that all groups make at least satisfactory progress by:
  - analysing the progress made by different groups and ensuring teachers use the results to match tasks accurately to pupils' abilities and interests
  - providing additional support for groups where necessary, especially those known to be eligible for free school meals
  - drawing up curriculum plans for all subjects and year groups so that teachers are able to plan work that builds progressively on previous learning
  - providing teachers and teaching assistants with training appropriate to their needs.
  
- Improve the school's leadership and management by:
  - establishing a stable senior leadership team with the skills necessary to drive the school forward
  - implementing rigorous and comprehensive monitoring and evaluation procedures
  - using the results of such procedures to identify key areas for improvement and implementing suitable plans to address them
  - taking steps to raise staff morale and improve the confidence of parents and carers in the school
  - securing a governing body equipped with the skills necessary to fulfil its responsibilities and meet all statutory requirements with respect to the curriculum, information for parents and carers, and equality of opportunity.

### **An additional area for improvement was identified during the monitoring visit which took place in March 2012**

- Improve pupils' behaviour and attitudes to learning.

## **Special measures: monitoring of Tower View Primary School**

### **Report from the fourth monitoring inspection on 7–8 March 2013**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the executive headteacher, other senior leaders, the Chair of the Governing Body and a representative of the local authority. Eight lessons and an assembly were visited, with four being observed jointly with senior leaders. Inspectors met with a group of pupils.

#### **Context**

There have been no important contextual changes since the last inspection.

#### **Achievement of pupils at the school**

At the time of the last monitoring inspection in November 2012, Key Stage 1 pupils were between six months to a year behind where they should have been for their age. Assessment records show they have made better than expected progress since then and are now less than a term behind. The school is helping Key Stage 1 pupils catch up securely and convincingly. Pupils in Years 3 and 4 are already roughly in line with the national averages for their age and are making the progress expected of them.

The two Year 6 classes have been taught as upper and lower ability sets for English and mathematics since Christmas. Pupils say they like this arrangement and that it is helping them to learn more in these subjects. In mathematics, almost all Year 6 pupils have made the progress they should and two-thirds of them have made much better than expected progress since November 2012. Year 6 pupils are making up lost ground in getting back to the level they should be at for their age in mathematics. However, the school's most recent assessment for English shows a more mixed picture. The better-than-expected progress evident in November 2012 has not been sustained since then and, consequently, Year 6 pupils are no longer catching up to where they should be in English. Nevertheless, the school is predicting that the Year 6 results will still have improved sufficiently for them to be above the government's floor standards in the 2013 national tests.

Some pupils in Year 5 are still not making the better-than-expected progress they need to make to ensure that they reach the nationally expected levels by the time they complete Year 6. The school has spotted this and has already planned some additional support to rectify it. The headteacher believes that having Year 5 pupils taught in mixed-age Year 4/5 classes may be a contributory factor. He is considering

using pupil premium funding (additional government funding) to create single-age classes next year.

Boys and pupils known to be eligible for the pupil premium (pupils known to be eligible for free school meals, in the care of the local authority or who have a parent in the armed forces) are making better progress than all other pupils. This means that the gap between their attainment and that of all other pupils is closing rapidly, and particularly so in mathematics.

### **The quality of teaching**

The quality of teaching is much improved, with three-quarters of lessons observed being good or outstanding. Whilst no teaching was judged to be inadequate, two lessons were judged to require improvement. Teaching assistants are better involved in lessons and more effective at supporting learning. The Reception Unit has improved markedly. The quality of teaching and learning seen there during this inspection was outstanding.

The use of assessment is generally now a strength of the school. Teachers mark pupils' work frequently. They provide them with copious amounts of written guidance about how to improve and to which pupils are beginning to respond. Most but not all pupils can explain what their targets are and how they should try to reach them.

The school's monitoring records show the teaching of mathematics in Year 6 has been consistently better over time, which explains why pupils have made good progress in this subject. The teaching of English to the same pupils has not been consistently good, which accounts for them making less progress in reading and writing than they do in mathematics. Expectations for what pupils of different abilities can achieve in English lessons are not high enough. Accordingly, the school has arranged for Key Stage 2 teachers to work alongside an outstanding teacher from one of the executive headteacher's other schools so that they can directly experience what pupils at different levels can be expected to attain. Year 6 pupils do not get enough opportunities to practise and improve their writing when working in subjects other than English. The school recognises this and is considering putting on some additional writing practice for pupils outside normal school hours.

Progress since the last monitoring inspection on the area for improvement:

- improve the quality of teaching and ensure that all groups make at least satisfactory progress – satisfactory.

## **Behaviour and safety of pupils**

Pupils' behaviour and attitudes to learning are good. Pupils are highly positive about their experiences at the school. They say the school is now a happy and friendly place. Pupils are no longer worried about attending school. They say they are learning more because behaviour is better. There are still attempts by a few individuals to bully and pick on others, but pupils say this gets stopped quickly if they tell an adult about it.

In lessons, pupils work well together in small groups and most are able to work independently for lengthy periods. Some pupils are still too passive though.

Attendance has continued to improve markedly and is now just above average. Persistent absenteeism by a few individuals has been sharply reduced due to the rigorous and effective procedures implemented by the inclusion manager.

Progress since the last monitoring inspection on the area for improvement:

- improve pupils' behaviour and attitudes to learning – good.

This area for improvement will no longer be reported on at future monitoring inspections.

## **The quality of leadership in and management of the school**

Senior leaders use their findings from monitoring to target training precisely. Most recently, teachers have been trained in 'good lesson planning'. There are clear expectations about what lesson plans must include and senior leaders take in teachers' planning each week to check it includes what is required. Planning now includes greater detail about what pupils of different abilities will be given to do in the lesson and also specifies more precisely the role teaching assistants will play in supporting learning. This is helping to raise expectations of what pupils of different abilities can and should achieve.

Governance has been strengthened further since the last visit. Governors have been trained to interpret the school's performance data and are able to challenge the school effectively about the progress pupils are making. They form a committed, determined and capable governing body, increasingly able to promote the school's improvement.

It is clear that the school staff have confidence in the headteacher and are totally behind the direction in which he and the governing body are taking the school. Other senior leaders appreciate the clear direction the headteacher gives them, balanced by the autonomy he allows them in developing the areas on which they lead. They feel they are being trained well and helped to develop in their leadership

roles. Staff, parents and pupils all recognise how much better the school is now compared to a year ago. The number of pupils on roll is rising.

Progress since the last monitoring inspection on the area for improvement:

- improve the school's leadership and management – satisfactory.

### **External support**

The local authority has provided additional funding and the expertise of the executive headteacher and several consultants who have worked with staff in improving the provision in the Reception Unit and in English and mathematics. The local authority adviser has helped to standardise the school's self-evaluation of the quality of its teaching. External support is having a good impact on helping the school to improve.