

Tysoe CofE Primary School

School Lane, Tysoe, Warwick, CV35 0SD

Inspection dates

25–26 September 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- School leaders do not make the systems for improving teachers' performance robust, clear or well understood.
- Leaders do not use information gathered over a sufficiently long period of time to inform their evaluation of the school's performance.
- Actions in plans for school improvement are focused on short-term objectives. Future actions to improve teaching and pupils' achievement are not detailed enough to help teachers sustain the gains made in the past.
- Teachers do not always ensure that lessons move forward briskly. This means that some learning time is lost.
- Sometimes teachers do not match learning precisely with pupils' abilities. This means that pupils are not always sufficiently challenged.
- Teachers do not always explain clearly what they want pupils to do. Nor do they always show pupils what they expect them to achieve during their lessons.
- Parents voice concerns about the school, and a significant proportion are unhappy with the information they receive about their children's progress.

The school has the following strengths

- Pupils have made good progress and attained high standards in recent years.
- Disabled pupils and those who have special educational needs make good progress.
- The few pupils for whom the school receives extra funding mostly make good progress.
- Pupils' behaviour is good, both in class and around the school. They enjoy their learning.
- Pupils feel safe in school and know how to manage risks.
- Governors know the strengths and weaknesses of the school and hold it to account for improving pupils' achievement and their behaviour and safety.

Information about this inspection

- Inspectors observed teaching in 15 lessons taught by seven teachers. Three of these lessons were observed together with the headteacher.
- Samples of pupils' work in English and mathematics were analysed from Years 1 and 6. An inspector listened to pupils from Years 1 and 2 reading.
- Meetings and discussions were held with school staff, a group of pupils, members of the governing body and a learning improvement officer from the local authority.
- The inspector took account of the 43 responses to the online parent questionnaire (Parent View) and 15 questionnaires completed by staff.
- The inspectors looked at a range of evidence including the work in pupils' books, monitoring records, the school's own data on pupils' progress, minutes of governing body meetings, and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

David Herd, Lead inspector	Additional Inspector
Jonathan Smart	Additional Inspector

Full report

Information about this school

- Tysoe is a smaller than average-sized primary school.
- A large majority of pupils are White British.
- The proportion of pupils supported by the pupil premium is well below average. This is extra government funding for pupils known to be eligible for free school meals, those that are looked after by the local authority, and other groups of pupils.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always good or better so that pupils all make good progress by making sure that teachers consistently:
 - ensure that the pace of learning moves forwards briskly so that no learning time is lost
 - pitch work at the correct level for pupils so that it provides them with appropriate challenges
 - provide pupils with clear explanations, and show them just what they need to do, so that they know exactly what is expected of them.
- Improve the quality of leadership and management in the school by making sure that:
 - parents' concerns are addressed promptly and their confidence in the school's leadership is raised
 - the systems for the appraisal of teachers' performance are robust and effectively communicated to the teaching staff
 - the information gathered and recorded in the school's own evaluation of its performance is thorough and detailed
 - plans for improvement are informed by self-evaluation and are planned over a longer time scale.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils made notably better progress in Key Stages 1 and 2 in 2012 and 2013 than they had in previous years and reached above-average standards in reading, writing and mathematics by the end of Year 6. However, this good progress seen in test results in the past two years is not currently being sustained in lessons.
- Younger pupils try to apply their knowledge of letter sounds in their reading. However, their progress in reading is sometimes hampered because the teaching of early reading skills is not always pitched at the right level for them. Sometimes, these lessons lack a brisk pace and valuable learning time is lost. This means that pupils are not always challenged sufficiently and this leads to them making slower progress. Older pupils can read increasingly difficult words, understand what they are reading and use expression well.
- Pupils enjoy their physical education lessons. However, in one lesson observed by an inspector, they did not make sufficient progress because they were not sufficiently challenged and the pace of learning was not brisk enough.
- By the time they reach Year 6, pupils are able to edit and redraft their writing and produce writing of a good standard. However, in some lessons, pupils do not make good progress because they are not clear on what they should be doing or what is expected of them by the end of the lesson.
- Pupils' attainment in mathematics has improved. In 2012, it was above average when compared with other schools and improved in 2013. Where teaching is most effective, pupils make good progress in their understanding of mathematical concepts because teachers plan interesting lessons, pitch work at the correct level and check pupils' understanding.
- Achievement, for pupils who receive support from pupil premium funding, is good. Their attainment in English was better than other pupils in their class at the end of Year 6 in 2013. However, in mathematics, these pupils were two terms behind their classmates. Other eligible pupils in the school make good progress.
- The progress of disabled pupils and those having special educational needs is good. Most make the progress they should. Occasionally, their progress is outstanding when the work set for them is carefully matched to their needs and they are supported by skilled staff.
- Children's starting points in Reception are typically just below those typical of their age. Children generally make good progress in most areas of learning in the Reception class. They achieve well, swiftly developing their social skills, and developing their understanding in language and of number.
- More-able pupils achieve high standards because they are eager to do their best and they receive good-quality guidance and feedback on how to improve.

The quality of teaching

requires improvement

- The teaching observed in the inspection showed that there is inconsistent practice and that teaching is not always good. Some disruption to the staffing of the school, and gaps in support for and the management of teaching have contributed to the weaker teaching observed.

- Teachers do not always plan lessons effectively to make sure that pupils learn at a fast pace. In some lessons, valuable time is lost because too much time is spent in discussion. In other lessons, teachers talk for a long time, with the result that pupils lose concentration. This slows pupils' learning and means that pupils do not have time to practise their skills.
- Teachers do not always assess pupils' abilities accurately. For example, when pupils are being taught early reading skills, they are all taught the same sound, rather than being taught the exact sounds they individually need to learn. Reading books that are given to pupils are sometimes too hard for them to understand, even though pupils try hard with their skills in phonics (letters and the sounds they make).
- Teachers do not always explain clearly what they are teaching. They do not always show pupils how to answer questions well. In one mathematics lesson, the teacher did not explain clearly how pupils could find out how much money they would have left if they bought toys at the toyshop. In another lesson, pupils did not make enough progress in their understanding of subtraction because methods were not explained or modelled well enough.
- Some good teaching was observed, particularly in the Reception class, in Year 6 and in some other year groups. For example, in a Year 1 mathematics lesson, the teacher and teaching assistants taught the properties of two- and three-dimensional shapes well. Clear explanations, combined with an enthusiastic delivery, made certain that pupils wanted to learn. Similarly, the straightforward instructions provided by teachers in Key Stage 2, together with use of praise, boosted pupils' confidence and made sure that they were determined to do well.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the needs of each individual pupil and design programmes to match their ability levels.
- The marking of pupils' work is good. Teachers notice what pupils have done well and tell them what they need to improve.

The behaviour and safety of pupils are good

- Reception children have good relationships with the adults that work with them. Adults provide clear guidelines on what is expected regarding their behaviour and this leads to a calm learning environment where children make good progress.
- As pupils get older, their good behaviour is sustained. They show good attitudes to their learning, especially when lessons are interesting and moving at a brisk pace. This is shown in their attentiveness, concentration and the way they apply themselves to their learning.
- In Key Stages 1 and 2, pupils show respect for the views of others, are friendly and have very good manners.
- In the playground, pupils of different ages play and get on well together. They are supported by an appropriate number of adults, at playtime and at lunchtime, who supervise them well. In addition, at lunchtime, many activities are available. This helps to occupy pupils, gives them useful exercise and promotes their well-being.
- Bullying and exclusions from school are extremely rare. Pupils are aware of different types of bullying and inappropriate behaviour is discouraged. Pupils say they are safe and, if there are

any incidents, know that they will be dealt with effectively by school staff. However, despite parents being confident that their children are safe in school, several expressed concerns regarding the way pupils' behaviour is managed. Inspectors found that pupils' behaviour is managed well by the school staff.

- The school has worked hard to improve pupils' attendance, and attendance rates have risen steadily over recent years. Attendance rates are now above average. Pupils mostly arrive at school on time.

The leadership and management

requires improvement

- Leaders' assessments of the school's performance are not completely accurate. This means that the school has not been in a strong position to maintain the improvements made in the last two years.
- Some weaknesses in management were pointed out by staff. They indicated a lack of professional development opportunities, a lack of consistency in the application of school policies and staff morale being low. They also claimed that communication throughout the school required improvement and that some management tasks were left undone, with issues being ignored. This has contributed to a decline in the quality of teaching.
- The school does not set out clearly enough how teachers' performance will be evaluated. Teachers know that lesson observations will take place and that objectives will be set. However, teachers are uncertain about how progress towards meeting their objectives will be monitored by school leaders.
- Planning for school improvement is not sufficiently focused on improving the quality of teaching to bring about improved outcomes for pupils. Plans are not related to findings in school self-evaluation. They include only short-term tasks and do not identify who will lead the actions and who will monitor the impact of them and when. Some criteria that show the school how it will know it has been successful are included.
- Relationships with parents require improvement. Most parents believe that the school looks after their children and keeps them safe. However many have concerns about the way the school is led and managed, believe they do not receive enough information regarding their child's progress and are not confident that the school makes sure that pupils are all well behaved and that it deals effectively with bullying. Inspectors found that the school does manage pupils' behaviour well and confirmed that it does deal with bullying when it occurs.
- Key subject leaders have the skills to fulfil their role. They have provided support and training for colleagues but have not had the opportunity to develop their roles to have greater impact on the quality of teaching and pupils' achievement.
- The school engages effectively with a range of partners and services, such as other schools and the local authority. Teachers and teaching assistants have benefited from training in providing for pupils with additional needs and the progress of these pupils has improved.
- The improvement in the range of themes and topics that make up the curriculum makes learning interesting for most pupils. The school also offers different clubs and activities, including artistic, sporting and musical experiences. These, along with visitors to the school, day and residential trips, add to pupils' enjoyment of school and develop their confidence.

- Pupils' spiritual, moral, social and cultural development is promoted well in assemblies and some lessons. For instance, an assembly focusing on friendship required pupils to reflect on their experiences. Visits to places of worship help pupils develop their understanding of other faiths and cultures.
- The school helps pupils to prepare for life in a modern society and makes sure that all groups of pupils have an equal opportunity to succeed. Discrimination of any kind is not tolerated.
- The school has drawn up plans to make effective use of the recently allocated sport funding. It is focusing on improving teachers' skills and improving pupils' engagement in physical education and sport.
- The school has received appropriate levels of support from the local authority. This has focused successfully in the past on making improvements to the quality of teaching, to pupils' achievement and to the governance of the school. However, the weaknesses in management systems mean that the school is in a fragile position to sustain the improvements made previously.
- **The governance of the school:**
 - Governors have held the school to account for the quality of teaching and pupils' achievement by asking probing questions of school leaders. As a result, they understand the school's strengths and weaknesses. However, they have not ensured that other leaders have paid sufficient attention to making detailed evaluations of the school's work over time. Neither have they ensured that improvement plans are robust. They oversee the budget well and know how the extra funds from the pupil premium are being used. They check the information provided to them by senior leaders and have provided challenge regarding tasks being achieved, pupils' achievement and their behaviour and safety. The governing body demonstrates thoroughness in ensuring that its statutory duties are met, particularly with regard to health and safety and the safeguarding of children.

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	125649
Local authority	Warwickshire
Inspection number	427010

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	167
Appropriate authority	The governing body
Chair	Judith Walsh
Headteacher	Sarah Slatter
Date of previous school inspection	22 February 2012
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