

# Two Rivers Primary School

Quince, Tamworth, B77 4EN

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Two Rivers Primary school is an outstandingly effective school. It has sustained its previous high quality and is constantly looking to make further improvements.
- Pupils make outstanding academic and personal progress. The school makes every effort to provide targeted support, particularly through the wide range of therapies it offers, to help pupils achieve as best they can.
- Pupils' work is well presented from children's learning journeys in the Early Years Foundation Stage to older pupils' written workbooks.
- The school's leaders, managers and governors have focused on ensuring teaching meets the wide range of pupils' needs exceptionally well and that their achievement is outstanding.
- Pupils' behaviour and safety are outstanding. Pupils enjoy school and feel safe. One pupil commented, 'I like all the work at school'.
- Despite some limitations of the accommodation, due to both the increasing numbers and needs of pupils, it is a bright, welcoming and warm learning environment, where pupils prosper.
- The relatively new headteacher has not been complacent and has sought to build on the existing work of the school in a thoughtful and reflective way. Further improvements to the curriculum, accommodation and classes have made them more suited to all pupils' needs.
- Some school assessment information is not yet simplified enough to make it easily understandable and entirely useful.
- Teaching is energetic. Staff work well together as a team and meet the needs of pupils very effectively. On occasions, signing is not used enough in lessons.
- Parents and staff hold the school in high regard.

## Information about this inspection

- The inspection team observed 11 lessons, most of which were joint observations with different members of the senior leadership team.
- Inspectors held discussions with senior leaders, pupils, members of the governing body and a representative of the local authority.
- Inspectors took into account the 11 responses from parents to the online questionnaire (Parent View).
- The inspection team looked at a range of documentation including the school's information on pupils' progress, its self-evaluation, development plans and information relating to the safeguarding of pupils, and 23 returns from the staff questionnaire.

## Inspection team

Frank Price, Lead inspector

Additional Inspector

Carol Deakin

Additional Inspector

## Full report

### Information about this school

- Two Rivers Primary School is a hard federation of a primary and secondary special school. It shares the same governing body and headteacher. The schools are located on separate sites.
- The new headteacher took up his post in September 2012.
- All pupils have a statement of special educational needs. The range of learning needs incorporates severe, profound and multiple learning difficulties and those with autism. Since the previous inspection, there has been an increase in the numbers of pupils with profound and complex learning difficulties.
- The proportion of students for whom the school receives pupil premium funding (additional funding allocated by the government for certain groups of pupils, in this case, those who are known to be eligible for free school meals and who are looked after by the local authority) is above average.

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

- Increase the amount of outstanding teaching and further raise pupils' achievement by agreeing as a school the right amount of signing to be used in lessons and implement it consistently.
- Simplify school assessment information, so that it leads to clearer judgements to enable easier checking of the school's work.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Most pupils make outstanding progress. They achieve well in improving their communication, numeracy and literacy skills. Teaching is highly effective in addressing pupils' individual needs, so that their progress is often impressive.
- Children in the Early Years Foundation Stage get off to an excellent start. Most children have delayed communication and social development but they make excellent progress in becoming more confident in their communication skills and aspects of their personal development such as feeding. Pupils with profound and multiple learning difficulties make small but important steps of progress.
- Pupils make excellent progress in their literacy and numeracy skills. Some pupils know how to recognise letter sounds and use this information to help them recognise words. Some more-able pupils become increasingly fluent in their reading and read simple fiction books.
- Pupils use numeracy to help them in practical situations such as handling money or telling the time. More-able pupils know the number of edges, faces and corners of two- and three-dimensional shapes.
- Staff are skilled at efficiently managing pupils' physical needs, so that this does not prevent them from learning. For example, pupils with physical disabilities join in activities by being placed in standing frames or on lying boards.
- Careful analysis of assessment information shows that all pupils, including those with severe, and profound learning difficulties and those with autistic spectrum disorders, achieve at least well.
- Pupils who receive additional funding through the pupil premium achieve as well as their classmates. This funding has enabled additional therapies to be purchased, such as music, art, play therapy and additional speech therapy. This has helped these pupils to participate in activities and improve their social and communication skills. Additional support has also been made available to help pupils with their numeracy and literacy and as a result they achieve as well as their classmates.
- Pupils have positive attitudes to learning and enjoy lessons, which are often carried out with good humour and fun. For example, some pupils delighted in playing the part of a dragon in learning about the Chinese New Year celebrations.
- Primary sport funding has been used to increase the range of pupils' experiences, such as participation in ten pin bowling and to train up older more-able pupils to act as sports leaders in lunchtime physical education sessions

### The quality of teaching

### is outstanding

- Teaching is lively and vibrant. Teachers have an excellent understanding of how the range of learning difficulties impairs pupils' learning. They use different methods to help overcome these limitations, depending on the needs of pupils. For example, some pupils with autism receive quieter and more structured methods of working, whereas pupils with complex needs receive a highly stimulating approach to provoke a response.
- Teachers make excellent use of practical activities that appeal to the senses of pupils with profound and multiple learning difficulties to motivate and enthuse them. For example, pupils on the trampoline learn to hold their head up for longer periods of time and develop improved

muscle control. Colourful and bright objects are used to get pupils' attention.

- Lessons usually include a number of different activities, related to the aim of the lesson, which keeps the motivation of pupils high. This approach often makes the teaching of literacy and numeracy much more stimulating for pupils and promotes their excellent progress.
- The use of all adults in classes is excellent. They work seamlessly together so that when activities change, the transition is smooth and little time is lost.
- Teaching in the Early Years Foundation Stage ensures that pupils are on task as much as possible. In a physical education lesson, through excellent use of other adults, children concentrated well to learn how to catch, throw and kick a ball with greater accuracy.
- The recording of pupils' work across the school, from learning journeys in the Early Years Foundation Stage to the end of Year 6 is excellent. Pupils' work shows pride and effort and they have clear targets to work towards.
- The use of symbols to help pupils' understand concepts in lessons is superb. Instructions for pupils in their work books are set out in symbolised form and this helps them to understand what is required of them more effectively.
- Some signing is used by staff, but there is no agreement across the school about how often and when this should be used and it is not used consistently enough.

#### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Behaviour in lessons and around the school, such as at lunchtimes, is excellent. The school is a harmonious community, where pupils feel safe and they have close and trusting relationships with staff.
- The school's work to keep pupils safe and secure is outstanding. There are routine safeguarding checks of adults employed at the school, and staff have a thorough understanding of the importance of safety. Relevant staff and governors receive the appropriate training. As a result, pupils feel very safe. They are well looked after and they are supported extremely well so that their self-confidence is boosted.
- Pupils are keen and determined learners and they enjoy lessons and greeting visitors. Lunchtime clubs, such as sport, karaoke and dance have proved to be very popular with pupils and are eagerly anticipated.
- Some pupils have more challenging behaviour, due to their autism. Their behaviour is managed extremely well and they make rapid improvements in learning how to form constructive relationships and accepting changes to their routine, more readily.
- Pupils' attendance is average and where it falls below for individual pupils, it is linked to ill-health or hospitalisation. Exclusions are extremely rare.
- Bullying is extremely rare. The school promotes very strong positive values and, consequently, pupils are kind and helpful to each other.
- Pupils' spiritual, moral, social and cultural development is promoted well, through creative arts, religious education, assemblies and celebration of major festivals.

**The leadership and management are outstanding**

- Leaders and managers are ambitious for the school to continue to improve. They are firmly focused on creating a positive, supportive and challenging learning environment, which encourages and enables pupils to achieve as much as possible. Despite some cramped spaces, bright and attractive displays celebrate pupils' achievements and create an uplifting learning environment for pupils.
- The school has benefited from the federation arrangements. These have encouraged effective partnership working, better use of resources and have helped to provide a smooth transition for pupils from primary to secondary school. The school also provides valuable support and advice for pupils in mainstream schools.
- The school's self-evaluation is thorough. Assessment information is used well by senior leaders, but it is not presented in a simple way, leading to clear and straightforward judgements. Senior leaders focus strongly on improving classroom practice and keeping a close check on teachers' work. As a result, pupils experience stimulating lessons and after-school clubs, which promote both their academic and personal development very effectively.
- The subjects and opportunities that pupils experience meet their needs and interests well. These have been reviewed so that there is a stronger focus on the creative subjects and this has increased pupils' motivation and enjoyment.
- Subject leaders are knowledgeable and provide very effective leadership of their areas. They know the strengths and where further developments, for example in numeracy and literacy, are to be targeted. Very effective leadership and management of the Early Years Foundation have ensured high quality practice.
- Additional funding has been spent effectively. Pupil premium funding has increased pupils' access to a wider range of therapies and helped with their numeracy and literacy. This has resulted in these pupils achieving well, and helped less-able pupils to improve aspects of their communication or movement. Primary sport funding has improved pupils' physical experiences and promoted their health and well-being as well as their personal development.
- Parents have extremely positive views of the school and feel well supported. One parent commented that the school goes, 'Above and beyond to achieve the best for each individual pupil no matter what their disability is'.
- The local authority has confidence in the leadership and management of the school. It has provided timely help and support when needed. It has secured funding for the planned extension of the school and been involved in the appointment process of the headteacher.
- **The governance of the school:**
  - Governors are an effective body. They have a clear view of the strengths of the school and have been involved in important decisions, for example about improvements to the accommodation and holding the headteacher to account for new changes that have been implemented, such as the move to re-structure classes, so that there is wider range of needs in each group. They are introducing a more formalised system of recording governor visits to classes. They know how additional funding has been spent and the positive impact it has had. They have a reasonable grasp of assessment information, but information about teaching and pupils' achievements is more complex than it needs to be and this makes their monitoring more difficult. Governors make sure that there is a good link between the quality of teaching and the salary progression of teachers. Governors undergo good training to make them more

effective. New governors receive induction training. Safeguarding fully meets requirements and governors have benefited from financial management training.

## 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

<b>Unique reference number</b>	124522
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	431589

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Shaw
<b>Headteacher</b>	Tony Dooley
<b>Date of previous school inspection</b>	10 December 2009
<b>Telephone number</b>	01827 475740
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