

Tividale Hall Primary School

Regent Road, Tividale, Oldbury, B69 1TR

Inspection dates

13–14 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils, including the most able, do not achieve as well as they could and standards by the end of Year 6 are not as high as they should be, particularly in writing.
- Boys have made far less progress than required to reach the expected standards in reading and writing by the time they leave school.
- Although improving, pupils' progress is still not fast enough to make up for some weak learning in the past.
- Teaching is not consistently good enough with the result that there is too much variation in how quickly pupils learn across the school.
- Information from the school's tracking of progress is not used effectively in teachers' planning to ensure that pupils make good progress.
- Until very recently, the school's leaders did not manage the school well enough, leading to a decline in standards. Over time, attainment has been low.
- Subject and other leaders do not always have an accurate view of how well their area of responsibility is doing.

The school has the following strengths

- The new acting headteacher and acting deputy headteacher have a clear plan for improvement that has already led to improvements in teaching and pupils' progress.
- The governing body has shown itself ready and able to take decisive action to improve the school.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe.
- Attendance is above average.
- Children in the Nursery and Reception make good progress because they are taught well.

Information about this inspection

- Inspectors observed parts of 22 lessons, including three shared observations with members of the senior leadership team. Inspectors listened to several pupils read and looked at samples of their recent work.
- Meetings were held with the headteacher, teachers, members of the governing body and a representative from the local authority. Discussions also took place with groups of pupils.
- Inspectors scrutinised a variety of school documents, including: the school’s self-evaluation; the school development plan; behaviour records; governing body documents; and documents relating to the management of teachers’ performance.
- The views of the 58 parents who responded to the online questionnaire, Parent View, were taken into account along with letters from parents. Inspectors also considered the views expressed in 27 questionnaires returned by school staff.

Inspection team

Steven Cartlidge, Lead inspector

Additional Inspector

Jonathan Smart

Additional Inspector

Lynn Stanbridge

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- A below-average proportion of pupils are eligible for the pupil premium. This is extra funding from the government for pupils in local authority care and those known to be eligible for free school meals.
- The school meets the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress.
- The acting headteacher and acting deputy headteacher have been in post since September 2013.
- A new headteacher has been appointed to start in April 2014.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better in all classes and thereby improve pupils' progress by:
 - ensuring that all tasks build on pupils' previous learning, especially in writing
 - raising teachers' expectations of what pupils can achieve, particularly the more-able
 - maintaining the focus on accelerating the progress of boys
 - improving the marking of pupils' work so that it is consistently effective in helping pupils move on in their learning.
- Strengthen the effectiveness of leadership and management by ensuring that subject and other leaders check the quality of teaching and pupils' achievement in their areas of responsibility.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' progress is inconsistent in Key Stages 1 and 2 because the quality of teaching varies and pupils are still catching up on a legacy of underachievement from weaker teaching in the past.
- While progress is improving, following more effective monitoring by the new senior leadership team, pupils do not achieve as well as they could and too few pupils exceed expected progress. This is because the work is not always set at the right level for pupils, particularly the more able. Books show that teachers' expectations of what pupils can produce and achieve are sometimes not sufficiently demanding.
- Pupils do not make good progress in writing because, until recently, they have not had sufficient opportunities to practise their writing skills in other subjects. Some pupils do not take enough care when presenting their work in their books.
- Until recently, boys have not had enough opportunities to improve their reading and writing skills because work set for them has not always sufficiently interested them. Initiatives introduced to correct this are too recent to have demonstrated measurable impact.
- Children join the school with skills that are usually below those expected for their age. They make good progress in the Early Years Foundation Stage. In 2013, standards were average by the end of Reception and children were well prepared for entering Year 1.
- Pupils benefit from effective teaching of phonics (the sounds that letters make) and use their developing skills to read unfamiliar words. The proportion of Year 1 pupils who reached the required standard in the national phonics screening check was above average in 2013.
- Standards in reading, writing and mathematics at the end of Key Stage 1 are broadly average. At the end of Key Stage 2 in 2012, attainment was around the national average in reading and writing and above average in mathematics. In 2013 standards, dropped slightly; they were average in mathematics as well as in reading and writing.
- The school is using its pupil premium funding for extra staffing and providing more focus in English and mathematics lessons for eligible pupils. Pupils in Year 6 in 2013 who were eligible for pupil premium funding attained levels that were approximately a term behind their classmates in English and two terms behind in mathematics. The gap widened in 2013 in English to two terms but closed in mathematics to just over a term.
- The situation in English has been thoroughly investigated by senior leaders and well-directed measures put in place to accelerate current pupils' progress. Work seen in pupils' books and school data show that pupils eligible for the pupil premium are now making good progress and are on course to narrowing the attainment gap in 2014.
- Recently, disabled pupils and those who have special educational needs have not achieved as well as they should have done. Progress has been hampered because the individual needs of pupils have not been identified quickly enough. This is improving. Teachers and teaching assistants are now providing the right level of help to support pupils, providing challenge and encouragement. As a result, these pupils are making better progress.

The quality of teaching requires improvement

- Although teaching is improving, there are still too many inconsistencies in the quality of teaching which are limiting the progress pupils make in Key Stages 1 and 2.
- There is too much variation in the way pupils' skills are developed and extended, and in teachers' expectations of what pupils can achieve; particularly boys and more-able pupils.
- Pupils' learning does not always build on what they already know and are able to do. Teachers do not use information they have on pupils' abilities to make sure that the tasks they set for the pupils help them to increase their knowledge or extend their skills quickly.
- The marking of pupils' work is inconsistent. The examples seen in pupils' books show that the guidance they receive on how to improve their work is becoming more sharply focused. However, it does not ensure all groups of pupils make consistently good progress.
- Teaching is stronger in the Early Years Foundation Stage due to the high expectations and effective teaching of reading, writing and mathematics. Good planning, clear assessment, the use of storytelling and teachers' tracking of children's progress help to develop a variety of approaches to learning. For example, children in Reception working on subtraction were engaged throughout because the teacher used a fairy tale to demonstrate how subtraction worked and this helped the children to understand more clearly.
- Teaching is generally more effective in mathematics than in English. This is because the teachers design interesting tasks that make the pupils think hard and use the skills they have been taught to solve them. For example, in a Year 6 lesson, pupils were fully engaged in their work throughout as they practised the use of multiplication to calculate area. Pupils spoke enthusiastically of their learning in this subject. One boy said, 'I like maths because it is always interesting and the teacher challenges us to think hard about solving problems.'
- The skills of the classroom assistants are used well to support those who may be struggling, particularly disabled pupils and those who have special educational needs. They ensure that these pupils' confidence grows as they tackle the tasks they are set.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents, staff and older pupils express positive views about behaviour in lessons and around the school. Pupils are polite and courteous to adults and to each other. Behaviour is well led and managed throughout the school.
- The pupils are proud of their school and they enjoy wearing their uniform. The school buildings are well maintained and litter free.
- Pupils say they enjoy school and this is reflected in their above-average levels of attendance. Most pupils have a positive attitude to learning.
- The school's work to keep pupils safe and secure is good. All statutory requirements for safeguarding are met.
- The school has a positive and caring atmosphere and pupils say they feel safe in school and their parents agree with that view.

- Pupils say that, very occasionally, bullying occurs, but they know who to talk to about it and they say that it is always dealt with quickly. They know about different types of bullying, including cyber-bullying. They know how to keep themselves safe; for example, when using the internet. They realise that discrimination is not tolerated.

The leadership and management requires improvement

- Before recent changes at senior leadership level, the rate of school improvement over time was too slow. New senior leaders have begun to have a positive impact on school improvement, but acknowledge that there is still much to do before the school is operating as effectively as it needs to.
- During the time the acting headteacher has been in post, his clear vision for the school has been strongly supported by staff and parents. He has used rigorous self-evaluation to provide an accurate picture of the school's performance and to identify the correct priorities for improving the quality of education and hence pupils' achievement. This forms the basis of the school improvement plan, which details appropriately focused plans for improvement.
- Historically, leaders have not analysed information about pupils' progress or their different abilities effectively. As a result, teachers have often not set work at the appropriate level for pupils; in particular, the more able have not always been sufficiently challenged. The new senior leadership team have developed a system to measure the progress made by pupils and then to meet with teachers to help them identify those pupils who are capable of better progress, or who are underachieving. These developments are helping to improve the school, but have not yet improved teaching enough to secure consistently good progress across Years 1 to 6.
- Subject and other leaders have not focused sharply on raising standards in their particular areas of responsibility and this has led to inconsistencies in classes and hampered the pace of improvement. Subject leaders now undertake a range of monitoring activities, and the work in pupils' books indicates good progress for the majority of pupils.
- There are appropriate procedures to manage the performance of staff, and the governing body has set demanding targets for teachers. Challenging targets are closely monitored to guide the work of staff and improve their performance.
- Changes in the curriculum are now leading to better progress and improving standards. There is a focus on raising standards in reading, writing and mathematics by developing provision in these areas. In addition, the development of the information and communication technology curriculum, together with topics such as studying real-life adventures, has led to boys taking more interest and has begun to improve the progress they make.
- Pupil premium funding has been used to provide additional resources, including employing a sports coach to free staff so they can focus on eligible pupils in Years 5 and 6 with extra literacy and numeracy support.
- There are detailed arrangements for allocating the primary school sport funding to improve and widen opportunities for more pupils to take part in sports activities, to use an outside gym, and to improve teachers' expertise in teaching dance. It is too early to evaluate the impact of these initiatives on developing healthy lifestyles and better physical well-being for pupils.
- Provision for pupils' spiritual, moral, social and cultural provision is good. Pupils benefit from a

wide range of cultural experiences, including a residential visit to Wales. Moral and social development is strong, and pupils have good opportunities to develop their spiritual understanding through strong links with local churches and assemblies which explain different faiths.

- The local authority recognises the strengths and weaknesses of the school and has provided effective support when appointing the new headteacher.

■ **The governance of the school:**

- The governing body is ambitious and keen to improve the support and challenge that it provides. Governors have an appropriate understanding of data on pupils' achievement and know what it shows about the school's performance and effectiveness
- Governors manage the performance of staff effectively and are rigorous in ensuring that the salary progression of staff is justified by pupils' progress and achievement. Governors check carefully on the use of additional funds from the pupil premium in improving the achievement of eligible pupils
- The governing body oversees the management of finance and resources expertly. Governors rigorously check safeguarding practice and, as a result, safeguarding procedures meet current legal requirements.

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	103960
Local authority	Sandwell
Inspection number	431502

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	465
Appropriate authority	The governing body
Chair	Paul Hodgetts
Headteacher	David Waterworth (Acting Headteacher)
Date of previous school inspection	17 March 2009
Telephone number	01384 254865
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