

Tysoe C of E Primary School

School Lane, Tysoe, Warwick, CV35 0SD

Inspection dates

23–24 September 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have rapidly united the school community and raised the expectations of what the staff and pupils can achieve. They are implementing clear plans for what children learn and how it will be assessed. As a result, teaching and achievement are improving at a good rate.
- Governors use the detailed information they are given to make effective checks on the work of the school.
- Pupils rightly feel very safe in school.
- Good teaching in the early years ensures that pupils are well prepared for Key Stage 1.
- The school ensures that judgements made about pupils' work are checked regularly by a number of other schools.
- Teaching is good. Teachers are knowledgeable about their subjects, and check pupils' understanding regularly so that they can adapt their lessons when necessary.
- Marking consistently tells pupils how to improve their work, and they act on the advice. Homework makes a good contribution to pupils' learning.
- Pupils behave well in lessons and outside. They take pride in their work, and their books are consistently well presented. They help each other in class.
- Attainment at both Key Stage 1 and Key Stage 2 is high. Pupils make good progress in almost all subjects, including reading and mathematics. Progress in writing dipped, but has increased more recently.

It is not yet an outstanding school because

- Occasionally, the work set for the most-able pupils is not sufficiently challenging.
- The deployment of classroom support staff does not always have a strong impact on pupils' progress.
- Pupils have too few opportunities to write at length and fully develop their ideas.
- Leaders and governors are unable to check accurately on progress towards their objectives, because improvement plans lack precise measures of success.
- Teachers appointed to assist with the leadership of learning lack the experience and confidence to be fully effective in their roles.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching by making sure that:
 - teachers always set work which is sufficiently challenging, especially for the most-able pupils
 - pupils have more opportunity to write at length and develop their own ideas creatively
 - the work of teaching assistants is planned so that they have the maximum impact on the progress of all the pupils in the class.
- Improve leadership and management by:
 - ensuring that all improvement plans have precise measures of success so that leaders and governors can check on the impact of their actions and the progress being made
 - providing less experienced leaders with the training and resources which will enable them to become fully effective in planning and checking on children's learning.

Inspection judgements

Effectiveness of leadership and management is good

- There was considerable turbulence in leadership after the school's previous inspection. However, the executive headteacher, and more recently the head of school, have acted swiftly to unite the staff and provide a clear focus on learning. They have established high expectations for what pupils can achieve, and hold teachers to account for pupils' progress. The result is a community in which enterprising teaching and good behaviour flourish. There is also the ambition to do even better.
- Senior leaders have developed a broad and exciting curriculum, which is enhanced by a number of educational visits. They have put in place straightforward and realistic arrangements for assessment following the removal of National Curriculum levels. Leaders check regularly on pupils' progress, and intervene to support those at risk of falling behind. They make sure that judgements made about pupils' work are checked against those of the other school in the federation and more widely. Pupils are enjoying a wide range of after-school clubs, such as cookery and science, which began this academic year.
- Beginning in the early years, senior leaders have made sure that parents understand the progress pupils are making and the part they can play in helping their children to succeed. Leaders invite parents into school to recognise their children's achievements and learn more about the school's priorities. This has contributed to the rapid improvement in the regard that parents have for the school.
- The school's self-evaluation is accurate, and provides a secure basis for improvement. Leaders' judgements, both during the inspection and over time, accorded with those of the inspector. Plans are focused on the right priorities, and explain how these will be addressed, but some actions do not have precise measures of success. As a result, leaders and governors are not able to check on progress with any degree of accuracy.
- The school promotes pupils' spiritual, moral, social and cultural development well. This is reflected in very good relationships among pupils, and between pupils and adults. The school's ethos ensures that pupils learn to respect different religions and cultures. Pupils learn about the British tradition of democracy and the importance of participation in the life of the school, for example by campaigning for a fence between the car park and part of the playground. Pupils are well prepared, both socially and academically, for secondary school and for life in modern Britain.
- Senior leaders evaluate teachers' performance well and use the results to make decisions about pay rises. It is very clear that only a high level of performance will be rewarded. Leaders have used training very effectively in recent months to ensure that teachers are fully aware of the school's priorities, and understand well how to plan and assess pupils' learning.
- The school's arrangements for safeguarding are effective and meet statutory requirements. Staff are well trained and able to identify pupils who may be at risk. The school's robust procedures ensure that it is able to act quickly to work with parents and involve other agencies to help pupils whose circumstances make them potentially vulnerable.
- The school makes good provision for its disadvantaged pupils. The pupil premium is spent effectively on providing additional teaching, and on strategies to ensure that disadvantaged pupils engage fully with the school. Together with its strong procedures for keeping children safe, this means that the school promotes equality of opportunity.
- Leaders use the PE and sports premium for primary schools well. Following an effective evaluation, they changed the pattern of expenditure so that coaches now develop teachers' skills as well as providing instructions for pupils. However, their evaluation of provision has not been recorded in sufficient detail for all stakeholders to understand why the changes have been made.
- In recent months, the local authority has worked effectively to support the new federation, to check on its progress and to verify the judgements that teachers had made about pupils' attainment.
- A high proportion of the teachers are already involved in planning, checking and evaluating learning in particular subjects or for particular groups of pupils, and the school intends to extend this further. These teachers currently make a definite contribution to the leadership of the school, but lack the confidence and some of the skills required to become fully effective.
- **The governance of the school**
 - Governors are providing effective oversight of the school. They are much more involved with the school, visit regularly, and report their findings to governing body meetings. They are well informed, and make good use of available training. They take a particular interest in pupils' progress, including

that of disadvantaged pupils, and challenge leaders about pupil performance. They are ensuring that the school is outward-looking, both by drawing on good practice elsewhere, and by checking that pupils learn about and respect cultures other than their own.

- Governors involve an independent adviser in their management of the executive headteacher's performance so that decisions about her role are well founded. Together they manage the pay and performance of other staff so that only good teaching is rewarded.
- Governors ensure that all safeguarding requirements are met. They demonstrate financial responsibility, and are working with the local authority to eliminate a small deficit.

Quality of teaching, learning and assessment is good

- Teaching is characterised by very good relationships between pupils and adults in the classroom and clear expectations of good behaviour. As a result, the inspector saw the very few pupils with a history of challenging behaviour learning well. Teachers demonstrate secure subject knowledge, and explain new ideas clearly. They insist on the correct subject-specific terms from the youngest age onwards.
- Starting in the early years, teachers plan carefully to make sure that the work set builds on what pupils already know and understand. Tasks generally present a good challenge, but occasionally some pupils are not expected to work as quickly as they can. Teachers check regularly on pupils' progress, for example by using mini-whiteboards, and use the information this provides to alter the lesson if required.
- Teachers mark books frequently, thoroughly and consistently in line with the school's assessment policy. Pupils are then given time to consider this feedback, and they respond. Pupils are also encouraged to think more deeply about their own work, for example by redrafting their own poetry. Parents receive useful information through various media about how well their child is progressing.
- Homework makes a good contribution to learning. Older pupils told the inspector how the opportunity to research a historical figure as the subject for biographical writing had been a stimulating experience. Younger pupils explained how the expectation that they read regularly at home had helped to trigger their enthusiasm for fiction.
- Teachers pay careful attention to developing pupils' speaking skills, encouraging them to formulate longer answers which explain why they think as they do. In younger years, phonics (the sounds letters make) is taught in a structured way to ensure that pupils learn to read quickly. Pupils in Key Stage 2 read a wide range of texts and relish the reading of fiction.
- The inspector witnessed how, in mathematics, teachers deepen and extend pupils' knowledge and ensure that they practise routine calculations. Plans indicate that pupils also learn to apply their knowledge in practical situations, and see how mathematics links with other areas of the curriculum.
- The school ensures that disabled pupils and those with special educational needs are taught well, often with the support of teaching assistants who effectively rephrase questions and check on their progress. However, teaching assistants are not always deployed so as to have the maximum impact on the progress of the class as a whole.
- Teachers ensure that pupils write neatly, and pay due attention to spelling, punctuation and grammar. However, as the school recognises, writing tasks have often been too brief or too limited to allow pupils, especially the most able, to express themselves creatively and so fulfil their potential.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel entirely safe in school, and say that they cannot recall an incident of bullying or discrimination. This is supported by the school's records, which show that such incidents are very rare indeed.
- The school teaches children how to keep safe in several respects, including how to respond to strangers online and in person. It operates a walking bus, and offers training in cycling proficiency. There are robust procedures for the recruitment of staff and the checking of visitors to the school. Leaders ensure that staff know how to meet the medical needs of individual pupils, and that a first aider is always available.
- Attendance rose markedly during the last academic year, and is now slightly above the national average. The school has all but eliminated persistent absence. At the same time, the school rightly keeps on its roll any pupil who has left but has not registered at a school elsewhere.

- Pupils enjoy learning, and understand the skills required to learn effectively. After only a few weeks, they are responding well to the school's new emphasis on independence and collaboration in the classroom, for example by sharing equipment and offering each other advice on how to complete the work.

Behaviour

- The behaviour of pupils is good.
- Pupils' attitudes to learning are consistently positive. Teachers in the early years set high expectations, and within a couple of weeks establish a calm and purposeful climate for learning. Pupils are unfailingly willing to learn, and display an impressive level of concentration. They collaborate well and settle to work promptly. Pupils show respect to adults, and respond promptly to staff requests. Older pupils have a good understanding of how their attitudes can contribute to academic success.
- Pupils take pride in their written work, and present it neatly. They have also contributed to the high quality of work on display around the school.
- Pupils show responsible attitudes at social times, and play happily together.
- Records show that a very few pupils have displayed challenging behaviour, but this has been well managed by the school. The inspector observed these pupils concentrating well in lessons, and providing no distraction for their peers. The school has used fixed-term exclusion as a sanction once since the last inspection.
- Occasionally in lessons, when their interest wanes, pupils become quietly inattentive for short periods.

Outcomes for pupils

are good

- Pupils achieve well throughout the school. They leave the early years with a good grounding in literacy, and in recent years the proportion achieving the expected standard in the phonics screening check has been above the national average. In 2014, attainment at Key Stage 1 was above average, and according to information supplied by the school and endorsed by the local authority, it rose further in 2015.
- At Key Stage 2, the attainment of Year 6 pupils in 2014 was broadly average, but rose sharply in 2015, especially in mathematics. According to information given by the school, the proportion of pupils making more than expected progress increased markedly in mathematics and in reading.
- Further information indicates that, when measured using the school's preferred approach to assessment, progress in reading, mathematics and many other subjects across all year groups is strong. The inspector's observations confirmed this.
- Pupils' writing, especially of the most able, is not as strong as other subjects. Scrutiny of work in books during the inspection found that considerable attention was given to spelling, punctuation, grammar and vocabulary, but pupils did not often have the opportunity to write at length or to explore their own creative ideas. However, these books also showed that during the latter part of the last academic year standards rose, and across the school more recent progress in writing has been good.
- The school uses the pupil premium funding effectively. In 2014 and 2015, the school had very few disadvantaged pupils in Year 6 so it is not possible to compare the school meaningfully against national figures. The numbers of disadvantaged pupils in other year groups are also small. Across the school the gaps in the literacy skills and mathematical understanding of disadvantaged pupils compared with others are closing due to well-targeted support.
- The inspector was able to observe that the progress made by disabled pupils and those with special educational needs is good from their individual starting points. This is because the school clearly identifies their needs, and makes sure that they are met.
- The most-able pupils make at least expected progress, and many attain highly, especially in mathematics. However, they have not always achieved as well as they should in writing, because they have not had sufficient opportunity to explore their own ideas. In discussion with the inspector, some of the most-able pupils said that they would value a greater degree of challenge more widely.

Early years provision

is good

- Children join Reception with skills which are broadly typical for their age, although a few start school needing more support with learning to manage their own feelings. They make at least expected progress, and achieve particularly highly in communication and language, in literacy and in mathematics, which means that they leave well prepared for Key Stage 1. Local authority information shows that the proportion of children leaving the Reception class having attained a good level of development rose in 2015 to be broadly average. This does not, however, accurately reflect the high proportions attaining almost all the early learning goals which set out what children should be able to do by the end of the early years.
- Teaching in the early years is good. This is because the vibrant learning environment and the well-planned activities on offer stimulate children's interest and help them to build their concentration. For example, in a phonics lesson, the children waited expectantly to dig objects out of sand before identifying their initial sounds. Staff check carefully on pupils' progress and attention, and respond quickly if children's interest wanes or they do not understand something.
- Children's achievements are recorded precisely in well-presented learning journeys. Staff use the information to plan the next steps in children's learning. Parents are encouraged to contribute to the learning journeys, which in turn promotes learning at home.
- Children's behaviour in the Reception class is very good. After only a couple of weeks in the school, they respond immediately to adults' requests, and treat each other with respect. They show some tenacity, seeking to complete tasks even if they meet a setback. Children are very safe, because the environment is well maintained and staff are vigilant. They take all necessary steps to support any child whose circumstances might make them vulnerable.
- Leaders plan the transfer of children with great care, typically visiting them in their nursery setting and arranging four carefully structured visits to the school in the summer term. Staff work increasingly closely with parents to ensure that they fully understand each child's needs, and that parents understand the early years procedures and expectations. Parents are encouraged to visit and recognise their children's achievements at least once every half term. In turn, parents now express a very high level of confidence in the early years setting.
- Leaders ensure that teachers' assessments of children's attainment and progress are consistent and accurately recorded. They check the school's judgements in all areas against those of several other early years settings, and annually with the local authority.
- Leaders have an accurate view of the quality of provision, and are ambitious to improve it further. They ensure that all staff are well trained and have a good understanding of how children learn. Staff work very well together.

School details

Unique reference number	125649
Local authority	Warwickshire
Inspection number	10002466

This inspection 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	139
Appropriate authority	The governing body
Chair	Mr Larry Granelly
Headteacher	Mrs Lindsey Oscroft (Executive Headteacher) Mrs Jenny Coates (Head of School)
Telephone number	01295 680244
Website	www.tysoe.warwickshire.sch.uk
Email address	admin3068@welearn365.com
Date of previous inspection	25 September 2013

Information about this school

- In January 2015, the school became part of a federation made up of Tysoe C of E Primary School and Wellesbourne C of E Primary School. The federation has a single governing body, and it is led by an executive headteacher.
- The school is smaller than the average-sized primary school. Pupils attend full-time in the Reception class.
- The very large majority of pupils are White British.
- The proportion of pupils who are disabled or have special educational needs is well below average.
- The proportion of pupils who are disadvantaged and receive support from the pupil premium, which is the additional funding for pupils known to be eligible for free school meals and those in local authority care, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- The head of school and three further teachers joined the school in September 2015.

Information about this inspection

- The inspector observed learning in eight lessons. Three lesson observations were conducted jointly with senior leaders. The inspector also visited a whole-school assembly, and observed children's conduct at break and lunchtimes.
- The inspector held discussions with senior leaders, other leaders, class teachers and representatives of the local authority and the Church of England diocese.
- A group of pupils selected at random met with the inspector. He spoke to many other children informally. The inspector listened to pupils read in Year 2 and Year 5.
- The inspector looked at a wide range of work in lessons, and scrutinised a selection of children's writing in greater depth. He considered information about pupils' current performance.
- The inspector looked at a wide range of documents, both electronic and on paper. These included: development plans and their evaluations; curriculum plans; records of how leaders check on teaching; minutes of governing body meetings; policies; and records showing how the school supports vulnerable pupils.
- The inspector took into account the 39 responses to the online Parent View questionnaire and the school's record of parental surveys. He spoke with parents collecting their children from school. The inspector also considered the 11 responses to the questionnaire for staff.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

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