

Inspection of a good school: Tysoe CofE Primary School

School Lane, Tysoe, Warwick, Warwickshire CV35 0SH

Inspection dates:

25 September 2019

Outcome

Tysoe CofE Primary School continues to be a good school.

What is it like to attend this school?

This is a school at the heart of its community. It is itself a welcoming and friendly community of pupils and staff. Staff know pupils well and care for them. They deal with problems, such as bullying, quickly and effectively. Pupils feel safe and secure. They enjoy coming to school.

Staff expect pupils to do their best and pupils rise to these high expectations. Pupils are eager and keen to learn. They behave well and are considerate of each other's views. Older pupils are excellent role models for younger pupils. For example, pupils in Years 5 and 6 listen to younger pupils read and talk to them about their reading books. Pupils in Reception and Year 1 quickly become confident readers.

Teachers plan learning well in almost all subjects and pupils achieve well as a result. For example, in mathematics pupils understand new ideas. They solve problems and can explain their reasoning. Similarly, pupils' knowledge of artistic techniques grows from year to year. In all classes, they produce impressive pieces of art.

Parents and pupils value the school's wide range of after-school clubs and off-site visits. These contribute well to pupils' spiritual, moral, social and cultural development.

What does the school do well and what does it need to do better?

All pupils study a broad range of subjects. Leaders plan pupils' learning well in almost all subjects. Pupils remember what they have been taught and their knowledge builds well from year to year. This is especially the case in English, mathematics, science, history and art. Pupils' learning builds less well in a few subjects, including geography and computing. Leaders are aware of this.

Staff place a very high priority on reading throughout the school. From the start of Reception, teachers provide expert teaching of letters and the sounds they make. They make sure that the books that pupils read match the letters and sounds that pupils know.

Staff and older pupils encourage younger pupils to read. So, pupils in Reception and Year 1 become confident readers who enjoy reading a wide variety of books. Pupils continue to be enthusiastic readers as they move through the school.

Teachers know their subjects well. They work closely together and support each other in areas where they are less confident. They explain new ideas in ways that pupils understand. They take pupils' needs into account when planning learning. Pupils with special educational needs and/or disabilities (SEND) are supported well.

The school provides many opportunities for pupils beyond the subjects they study. There are close links with local community. For example, pupils and parents celebrate harvest, Easter and Christmas in the parish church. Pupils visit the community orchard. Local authors and artists visit the school. Pupils enthusiastically take part in many after-school clubs. Here, they learn the trombone, play sports and produce beautiful artwork. Learning often takes pupils away from the school. For example, pupils visit the theatre, a Roman villa and a butterfly farm. Many pupils told inspectors how much they enjoyed recent residential visits. Together, these experiences provide well for pupils' broader development.

Pupils achieve well in national tests in English and mathematics. For example, in 2019 almost all pupils in Year 6 achieved the standard expected of pupils their age in both reading and mathematics. Similarly, all pupils in Year 1 achieved the expected standard in the phonics check.

Pupils behave well and are keen to learn. The school is calm and orderly throughout the day. Bullying is very rare. Any that does happen is dealt with quickly. Pupils trust staff to help them with any problems they face. Pastoral care is one of the school's strengths. Staff take great care of pupils. They provide extra support in many ways, for example for pupils with SEND or for those who are anxious or lack confidence.

The school is led well. Staff value and appreciate the guidance and support that leaders provide. Leaders, teachers and support staff form a dedicated and close-knit team. Governors play an active part in the life of the school. They are committed to helping the school provide the best possible education. They check how well subjects are being taught. But, they are currently less confident in checking some subjects than they are with English and mathematics.

Safeguarding

The arrangements for safeguarding are effective.

All staff know that keeping pupils safe is their top priority. Leaders have trained staff well. As a result, staff know the signs that pupils might need extra help. Staff pass on to leaders any concerns they have. Leaders deal with these appropriately, bringing in external help when required. So, pupils get the high-quality support they need.

All safeguarding policies and procedures are clear and well understood. Staff keep secure and detailed records relating to child protection. Leaders and governors make sure that all

required pre-employment checks are in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The design, planning and sequencing of many subjects are strong. However, it is less strong in a few subjects. There are two reasons for this. The first is that leaders have prioritised the development of some subjects above others. The second is that some staff have only recently taken on responsibility for these subjects. Leaders should ensure that the design, planning and sequencing of all subjects is of the same high quality.
- Governors carry out their duties diligently. This includes monitoring the quality of education within the school. They carry out regular checks on English and mathematics, for example by scrutinising assessment information. Their ability to check on other subjects is more limited. They should develop a more detailed understanding of what constitutes a well-planned and sequenced subject curriculum in subjects other than English and mathematics. By doing so, they will be better able to hold leaders to account for the quality of education in the school.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Tysoe CofE Primary School to be good on 23–24 September 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125649
Local authority	Warwickshire
Inspection number	10111800
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair of governing body	Larry Granelly
Headteacher	Lindsey Oscroft (Executive headteacher), Paige Neale (Head of school)
Website	www.tysoe.warwickshire.sch.uk/
Date of previous inspection	23–24 September 2015

Information about this school

- The school is part of a hard federation with Wellesbourne CofE Primary School. The two schools share an executive headteacher and a governing body.
- It is a Church of England voluntary controlled school.

Information about this inspection

- We met with the executive headteacher, the head of school, the designated safeguarding lead and five governors.
- We talked to pupils about their learning and their attitudes to, and opinions about, school. We observed pupils at breaktime and lunchtime and as they moved around the school.
- We scrutinised several documents including those relating to safeguarding and child protection. We checked that the single central record contained all required information.
- We took account of parents' views by considering 34 responses to Ofsted Parent View, including 21 'free-text' comments.

- We took account of 11 responses received on Ofsted's staff inspection questionnaire.
- As part of this inspection, we paid particular attention to reading, mathematics and art. In these subjects, we met with curriculum leaders, visited lessons, scrutinised pupils' work and spoke with teachers and pupils.

Inspection team

Alun Williams, lead inspector

Her Majesty's Inspector

Wayne Simner

Her Majesty's Inspector

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