

# Inspection of Tower View Primary School

Vancouver Drive, Winshill, Burton-on-Trent, Staffordshire DE15 0EZ

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Inspection dates: 9 and 10 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Tower View Primary School is a warm and welcoming place. Pupils behave well. They enjoy coming to school and learning. Relationships between staff and pupils are very positive. The core principle of the school is to 'Aim and Accrue'. Staff develop this by promoting skills such as aspiration, creativity and resilience throughout the curriculum.

Pupils enjoy their lessons and demonstrate positive attitudes. They especially value the opportunities that they have to use the school's extensive grounds. Pupils develop their confidence and self-esteem outside of the classroom through such opportunities.

Pupils told us that they feel safe and that if they have any worries there would be an adult who would help them. Pupils understand about the different types of bullying. They say that bullying does not happen very often, but they know that adults will deal with it if it did happen.

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

All leaders have a clear vision for the school. They want pupils to succeed. Leaders have worked to develop the curriculum in many of the foundation subjects over the past two years. However, changes in leadership responsibilities and the impact of the pandemic have slowed this development. As a result, curriculum plans in subjects other than English and mathematics are not always coherent. Plans in subject areas such as computing and design technology are ambitious and are being implemented this year. However, subjects such as history and geography are at a much earlier stage of development. Where this is the case, it is not always clear what important knowledge pupils should know and remember. Leaders are aware of this.

Pupils love to read. There is a structured approach to reading across the school. Pupils read regularly at home and in school. They enjoy story time at the end of each day. Pupils join in enthusiastically with phonics lessons, which are well planned. Leaders ensure that pupils at risk of falling behind receive the support they need to keep up. Activities in the early years promote a love of reading. Older pupils talk about their favourite books with understanding and pleasure. Some pupils say that they enjoy reading poetry in their spare time.

Children in the early years learn to follow routines, listen carefully, and behave well. Curriculum plans in the early years are well sequenced and allow children to build on what they already know and can do. There are many opportunities for children to extend their learning both inside and outside the classroom. These opportunities continue as pupils move through the school. Staff promote outdoor learning with all year groups in the school. Children are actively encouraged to encounter sensible risks in a safe and controlled environment.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Leaders and staff understand pupils' needs well. They work with parents to put suitable strategies in place. Staff include pupils fully in lessons, and they match work and support to pupils' needs. Staff plan lessons to ensure that all pupils at the school, including those with SEND, become well-rounded learners.

Leaders have thought carefully about how to enrich pupils' personal development. Assemblies teach pupils about important figures from different cultures, such as Lech Walesa and Malala Yousafzai. Staff encourage pupils to explore the importance of religious festivals. Pupils also consider different aspects of British values. Pupils are courteous and polite, respecting each other's views, even if different from their own. They get on well with each other. Pupils take part in clubs such as violin and football. They have opportunities to take on responsibilities such as house captains and 'Recycling Rangers'. Pupils take these roles and opportunities seriously and know that they must be good role models to others.

The governing body knows the school well. Governors work closely with leaders and have a clear view of the school's strengths and areas for development. Leaders and governors prioritise the well-being of staff. As a result, staff feel well supported. Recent changes to marking practice have helped them to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe in school. They know that adults will help to resolve any issues or worries. Staff ensure that pupils are well looked after and supported. Staff receive training regularly that ensures they can identify any problems that pupils may face. They are alert to any signs that a pupil may not be safe. Leaders are strong advocates for families and pupils. They are tenacious in their work to ensure that children are safe. Leaders have good partnerships with families and outside support agencies, and they know the pupils very well.

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

### **(Information for the school and appropriate authority)**

- In the foundation subjects, including history and geography, the school's curriculum is not yet sufficiently well planned and sequenced. Pupils do not build their knowledge and understanding over time. However, leaders are taking action to plan the curriculum in these areas. For this reason, the transition arrangements have been applied in this case.
- Leaders of some curriculum areas are still developing their roles. As a result, some subject areas are at a much earlier stage of development and plans are not coherent. Senior leaders should ensure that curriculum leaders quickly gain the

confidence and skills that they need to be fully effective in their role in developing and implementing curriculum plans.

## 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 information from Ofsted Parent View 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 the school and 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

<b>Unique reference number</b>	124046
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10199698
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marianne Barraclough
<b>Headteacher</b>	Andrew Ridout
<b>Website</b>	<a href="http://www.towerview.staffs.sch.uk">www.towerview.staffs.sch.uk</a>
<b>Date of previous inspection</b>	22 and 23 March 2016, under section 5 of the Education Act 2005

## Information about this school

- The school uses one alternative provider that is unregistered for a very small number of pupils who attend part time.
- Since the last inspection, there have been significant staff changes, including three senior leaders retiring.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and other senior leaders. They met with representatives of the governing body and had a separate telephone conversation with a representative of the local authority.
- The inspection focused on reading, mathematics, computing, history and design technology. Inspectors met subject leaders for these subjects and undertook joint visits to lessons. They also talked to pupils and teachers and looked at work.

- Inspectors scrutinised a wide range of documents, including those related to curriculum planning and development, safeguarding arrangements, behaviour and attendance.
- Inspectors also reviewed the school's evaluation of its own performance and the school's development plans. They talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with many pupils and observed lunchtime.
- Inspectors met with parents to gain their views on the school. They reviewed responses to the online survey, Ofsted Parent View, and additional free-text comments. Inspectors also took account of responses to Ofsted's online staff questionnaire.

### **Inspection team**

Emma Gater, lead inspector

Her Majesty's Inspector

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