

Inspection of Tanworth-in-Arden CofE Primary School

The Green, Tanworth-in-Arden, Solihull, Warwickshire B94 5AJ

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Tanworth-in-Arden CofE Primary School is at the heart of its village community. Pupils are proud of the school and value the quality of education it provides. Pupils live the school motto: 'In God's family living, growing, learning to be our best'. Pupils are happy and safe and they attend school regularly. Incidents of bullying are rare. Leaders respond well to any concerns that pupils have.

Leaders ensure that the curriculum meets the personal and academic needs of pupils. Pupils enjoy reading. A range of enrichment activities, such as after-school clubs, trips and visits, allow pupils to develop their talents and interests. Sports clubs, including hockey, football, netball, tennis and cricket, allow pupils to develop physical and competitive skills. Educational trips allow pupils to build on their learning in the classroom.

Leaders ensure that pupils' behaviour is managed consistently and fairly across the school. Pupils are polite and courteous. Leaders expect all pupils to do their best. Pupils meet these expectations. They work hard and concentrate in lessons. The majority of parents and carers are extremely positive about the school.

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

Leaders have created an ambitious curriculum for pupils. In most subjects, learning is carefully sequenced so that pupils build up knowledge over time. Subject leaders make sure that teachers present new learning well. Teachers regularly recap on pupils' prior learning. This helps pupils to remember things they have learned before, so they achieve well. For example, pupils in Year 6 build on their knowledge of the water cycle to learn about river formation. However, a minority of subjects are less well developed. Leaders have only recently revised these subject curriculums. Leaders are not aware of what pupils know and remember in these subjects.

Teachers have high expectations of pupils. In most subjects, teachers have the subject knowledge they need to teach well. Pupils' learning matches the aims of the ambitious curriculum. Teachers make regular checks on pupils' learning during lessons and over time. This helps them to spot and address any misconceptions quickly. As a result, pupils achieve well in these subjects.

Children in the early years settle well into school life. This is because staff have high expectations and establish clear routines. Staff carefully plan learning based on what children know and can do. They provide effective care and learning opportunities for two-year-olds. Children learn about number and develop language skills through practical activities, songs and stories.

Leaders prioritise reading. Children learn to read and write words and simple sentences accurately. This is because the reading curriculum is carefully planned, and staff are well trained to help pupils learn to read well. Reading books closely match the sounds pupils are learning.

Leaders identify pupils in need of additional support. However, a small group of younger pupils have not received the support they need quickly enough. As a result, they do not achieve as well as they should. Leaders attribute this to the disruption to school life during the COVID-19 pandemic. A few parents and carers of pupils express similar concerns. This said, other pupils in school with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged, are supported effectively to access the same curriculum as other pupils. They receive the resources and support to help them to focus on their learning and be successful.

Activities beyond the academic curriculum support pupils' personal development. Pupils enjoy fundraising for charities, such as cancer research and diabetes awareness. Opportunities such as play leaders allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills.

Pupils develop an understanding of democracy through the school council and voting for house captains. The school rules, 'be ready, be safe, be respectful', help pupils to understand right and wrong and how to keep themselves and other pupils safe. Pupils recognise and respect others' differences. In personal, social, health and economic education lessons, pupils confidently share ideas and feelings. They listen to and value the opinions of others. Strong pastoral support means pupils get the help and advice they need when they need it. This means that pupils are well prepared for life in modern Britain.

Governors and senior members of Arden Forest Multi-Academy Trust have an accurate understanding of the school's strengths and priorities for improvement. They have structures in place to support continuous school improvement. Staff say that they are supported by leaders to manage their workload effectively. They value the high levels of well-being support from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their role in keeping children safe. They ensure that staff attend regular safeguarding training. This helps staff to identify when pupils might be at risk from harm. Staff record and report concerns swiftly, including child-on-child abuse and neglect. Pupils learn about online safety and healthy relationships. They learn about safety in the home and in the local community, for instance fire awareness and road safety.

Leaders know their families and the community well. They secure help for pupils who need it in partnership with external agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum development is relatively new in a minority of subjects. Leaders have not evaluated what pupils know and remember. Leaders should support subject leaders to check pupils' learning in these subjects to ensure that pupils know and remember more over time.
- The correct support is not put in place quickly enough for a small number of pupils. As a result, some pupils do not get the help they need soon enough to ensure they are successful. Leaders need to review provision to ensure that all pupils with SEND get the help and support they need to achieve well in school.

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.

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	138909
Local authority	Warwickshire
Inspection number	10241267
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	Board of trustees
Chair of trust	Adam Walsh
Headteacher	Shelley Bamford
Website	www.tanworthschool.co.uk
Dates of previous inspection	5 and 6 February 2019, under section 5 of the Education Act 2005

Information about this school

- Leaders make provision for two-year-olds.
- Leaders do not use alternative provision.
- The school's last inspection under section 48 of the Education Act 2005 for schools of a religious character took place in December 2021.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in geography, mathematics, music and reading. This included visiting lessons, looking at pupils' work, examining curriculum guidance and talking with pupils and staff. Inspectors looked at pupils' work from

a sample of other subjects. They also discussed the curriculum with subject leaders.

- Inspectors listened to pupils read and reviewed reading resources.
- Inspectors looked at a range of documentation on the school’s website.
- Inspectors reviewed the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- During the inspection, inspectors had formal meetings with the headteacher, the deputy headteacher, subject leaders, the SEND coordinator, the designated safeguarding leader, the early years leader, representatives of Arden Forest Multi-Academy Trust and the governing body.
- Inspectors took account of responses to Ofsted Parent View, and the pupil and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Antony Bradshaw

Ofsted Inspector

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