

Inspection of Tysoe CofE Primary School

School Lane, Tysoe, Warwick, Warwickshire CV35 0SD

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Paige Allister. This school is part of The Fosse Multi Academy Trust (MAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lindsey Oscroft, and overseen by a board of trustees, chaired by Michael Glover.

What is it like to attend this school?

Pupils enjoy their time in school. They are happy and get on well together, helping each other as 'buddy readers' or 'playmakers'. They demonstrate the school's values of 'nurturing hearts, serving with love, growing minds' through their exceptional behaviour and attitudes to learning. They contribute to the local community through the choir singing at the dementia café in Tysoe.

Leaders have high expectations for all pupils to do well. Pupils achieve these, especially in reading, where they attain strong outcomes by the end of key stage 2.

Pupils know how to keep themselves safe. They are especially aware of the risks of social media. Pupils are kept safe in school by the vigilance of adults. The culture is, 'every little thing builds a picture'.

Pupils, parents and carers are especially grateful for the nurture provision in school that has helped families and individuals experiencing challenging circumstances. The school dogs, Rex and Sadie, play a huge part in promoting the emotional well-being of pupils.

Pupils of all ages take advantage of the new outdoor play activities. They make use of the outdoor environment to learn, for example, by visiting the orchard in the village. Pupils also benefit from trips to nearby Stratford-upon-Avon and participating in Shakespeare workshops.

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

The school has designed an ambitious curriculum. Leaders have thought carefully about how it is delivered, taking into account mixed-age classes and the split-year groups, which change annually. Plans ensure that all pupils are taught the same intended curriculum by the time they reach the end of Years 2 and 6. In each subject, the curriculum sets out what the school expects pupils to learn. Some subject plans are new and not as well established as others. Where this is the case, the school has less understanding about how well the curriculum in these subjects is being implemented.

Success in reading begins in Reception, where children start learning phonics soon after they join the school. Phonics is taught consistently well. All pupils, including those who find reading difficult or who have fallen behind, are enthusiastic about reading. They engage well with books, and this stimulates their interest. They use their phonics skills effectively to decode unfamiliar words. Consequently, they quickly gain the knowledge and skills they need to be confident and fluent readers. The school has a wide range of books in the well-stocked library that pupils access. Children in Reception are exposed to appropriate vocabulary, for example, 'author'

and 'illustrator'. They learn the concept of retelling traditional tales, such as 'The Three Little Pigs'.

Pupils gain the mathematical knowledge and skills they need to solve problems. They devise their own questions. Many pupils said that mathematics was their favourite subject. Pupils can recall information they have studied in the past, including when they have not studied a subject for a while. In Reception, children can design and make two- and three-dimensional houses using a range of tools. The skills they acquire prepare them well for their future study of design and technology.

Staff make suitable adaptations to their teaching to support pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are fully integrated into the classroom. They are supported well to access the work that other pupils are learning.

Teachers use questioning effectively in lessons to understand what pupils have remembered. They use pupils' feedback to identify and address any gaps in knowledge.

Relationships between pupils are strong. Older pupils care for younger ones. Through the school's 'restorative approach' training, pupils learn to resolve issues themselves. There have been no suspensions or exclusions for many years. The school manages pupils' attendance effectively. As a result, rates of attendance have improved over time, including for disadvantaged pupils.

Pupils have many opportunities to take on responsibilities, including joining the school council and worship and eco-committees. There are many clubs, including cooking and gardening, and sporting events, such as hockey tournaments. Pupils show a good understanding of events that occur in the world, but are less familiar with the diversity that exists within the United Kingdom.

The school engages well with parents. Parents and staff are overwhelmingly positive about the school. Governors know the school well. They are highly supportive but also hold leaders to account for pupils' outcomes.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders do not have a comprehensive understanding of how well teachers have implemented changes to the curriculum. This means that they are unsure about the impact these changes have had on pupils' knowledge. The

school should ensure that leaders check to see that any planned improvements to curriculum subjects help pupils to learn better.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148512
Local authority	Warwickshire
Inspection number	10294720
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The local governing body
Chair of governing body	Aaron Bodycote
Headteacher	Paige Allister
Website	www.tysoe.warwickshire.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Tysoe CofE Primary School converted to become an academy in April 2021. When its predecessor school Tysoe CofE Primary School was last inspected by Ofsted, it was judged to be good overall.
- The previous head of school became headteacher when the school converted to an academy. The previous post of executive headteacher was discontinued.
- The previous executive headteacher is now CEO of the MAT.
- A number of new governors have been appointed since the school became an academy.
- The school discontinued federation with Wellesbourne Primary in January 2023.
- There are four mixed-age classes. Years 1 and 4 are both split across two different classes. Year 6 is currently taught as a single year group.
- The school does not make use of alternative provision.
- The school has a Christian ethos. The school's last section 48 inspection was in March 2017. The next scheduled inspection is due in 2024.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 held meetings with the headteacher, senior teacher and other leaders and staff.
- Inspectors spoke to several groups of pupils.
- An inspector met four members of the local governing body, including the chair and vice chair.
- An inspector met online with two trustees, including the chair of trustees.
- An inspector spoke by telephone to a representative of the diocese.
- Inspectors took account of responses to the Ofsted Parent View free-text service, the online questionnaire and the staff survey. There were no responses to the pupil survey.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also listened to pupils read and discussed the curriculum in some other subjects, including in the early years foundation stage.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Mark Sims, lead inspector	Ofsted Inspector
David Buckle	Ofsted Inspector

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