

# Tanworth-in-Arden CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125695
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	293335
<b>Inspection date</b>	7 June 2007
<b>Reporting inspector</b>	Martin Cole

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Saunders
<b>Headteacher</b>	Philip Jones
<b>Date of previous school inspection</b>	18 November 2001
<b>School address</b>	The Green Tanworth-in-Arden Solihull B94 5AJ
<b>Telephone number</b>	01564 742284
<b>Fax number</b>	01564 741816

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Pupils come from a variety of social backgrounds though almost all are White British. The attainment of pupils as they start school is also varied and the profile differs from year to year. When the children start school, most have reached the levels of attainment expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Although the school has a good understanding of its strengths, it knows it can be still better and thus assesses its own performance more cautiously as 'satisfactory'.

Pupils achieve well. The school has a consistent record of success over many years in promoting above average standards. The oldest pupils' results in national tests have been above average in all recent years. This is the result of pupils' good, steady progress which starts in the Reception class, where there is good provision for the children, and this continues through subsequent years.

An important reason for pupils' good achievement is their good personal development and well-being which reflects the good quality of care, support and guidance given to them. Pupils' behaviour is excellent and they have very positive attitudes. They greatly enjoy school and have a keen and responsible attitude to learning. Pupils feel very safe and happy at school and they develop a good understanding of how to be healthy. They join with particular enthusiasm in the very good range of opportunities to take exercise which the school offers.

Pupils' excellent behaviour and very constructive attitudes help them take full advantage of the good teaching and the good curriculum provided. Teachers successfully encourage pupils to try hard, concentrate and persevere. Well planned lessons are engaging and supportive, and they are challenging for the great majority of pupils. Recent improvements in assessments of pupils' understanding and skills have enhanced the match between the work teachers give them and their individual needs. This has led to better progress, especially by more able pupils and particularly in mathematics. However, the school recognizes that it can still do more to ensure pupils of high ability or with particular talents are always helped to achieve their very best across the whole curriculum.

A great strength of the lively curriculum is the rich variety of activities, events, visits and visitors that extend pupils' opportunities to learn, to develop personally and to enjoy school. The range of well attended, optional activities after lessons is exceptionally wide and is particularly strong in sport and music. Although pupils have good skills in information and communication technology (ICT), their opportunities to apply them routinely across the curriculum are limited by insufficient accommodation and resources. The school has recently begun to tackle this situation with a major project for extending accommodation and equipment.

Good leadership and management of the school revolve around the headteachers' high expectations of colleagues and pupils and the good staff teamwork. Valuable partnerships with parents, community and other educational organizations also enhance the work and life of the school significantly. The school has maintained all the strengths recognized at its previous inspection and made some further valuable improvements, including a strengthening of the senior management structure. The capacity for further improvement is good.

### What the school should do to improve further

?Help pupils of high ability or particular talents to achieve as much as possible by improving arrangements across the curriculum to challenge and support them. ?Increase opportunities for pupils to use ICT to support their everyday learning across the curriculum.

## **Achievement and standards**

### **Grade: 2**

By the end of their year in the Reception class, children have made good progress to achieve standards a little above those expected nationally at their age. Further good progress in Years 1 to 6 leads to above average standards by the time pupils leave the school in Year 6. In the 2006 national tests almost every Year 6 pupil reached the level of attainment expected nationally. The group included a typical proportion of pupils with learning difficulties. Their good progress contributed significantly to the school's good overall results. On the other hand, a few pupils of higher ability did not make as much progress from their earlier Year 2 test results as expected. The school recognised this and effective action has led to better progress by more able pupils in the present year, especially in mathematics. In other subjects, a few pupils of high ability make at least satisfactory progress but do not achieve their full potential.

## **Personal development and well-being**

### **Grade: 2**

Children in the Reception class get off to a good start in developing positive attitudes and excellent behaviour which becomes the pattern for the rest of their time at the school. They become keen, confident learners for whom school is fun.

Throughout the school, good spiritual, moral, social and cultural development is helping pupils gain a firm sense of right and wrong, which is reflected in the fact that pupils' excellent behaviour rests on self-discipline. Pupils rarely need to be corrected by adults while in school. They are adamant that bullying is not an issue in their school and are confident that teachers will help them resolve any upsets or worries. Pupils say they enjoy school a lot and this is evident in their good attendance and very keen participation in school life, particularly the many optional activities like sport which they much appreciate. Pupils contribute well to the school community through their school council activities. There are strong links with the local church and the wider community, for which pupils put on very popular 'Cream Tea Afternoons', which include entertainment by the school choir and orchestra. Pupils take on some responsibilities for helping around the school, but they would benefit from still more such opportunities to show just how responsible and independent they can be. Pupils' good growth in confidence and self-discipline is combining with good progress in basic skills to prepare them well for the future and the demands of adult and working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan lessons very thoroughly with a clear focus on exactly what pupils are to learn. Lively, encouraging presentations hold pupils' attention and interest. The skilful management of pupils makes for very calm, brisk and purposeful lessons. Most pupils keenly and confidently volunteer answers and their own ideas in lively class discussions. When required to work on their own, pupils do so with concentration and care. Over the last two years, teachers have begun to make more precise, regular and systematic assessments of pupils' progress. They use these effectively to match the tasks and support provided, with pupils' abilities and needs. The benefits of this are now becoming apparent in the improved progress of older pupils. However, identification of those few pupils of especially high ability or particular talents, is at an early

stage. At present, it is not leading consistently to the setting of sufficiently challenging tasks which ensure that these pupils make the best possible progress. Teaching assistants give effectively patient and encouraging support to pupils finding difficulty in learning.

## **Curriculum and other activities**

### **Grade: 2**

Thorough, systematic programmes of work throughout the school are a key factor in pupils' good progress. Carefully targeted individual schemes of work and support help pupils with learning difficulties or disabilities to make good progress. The most able pupils have benefited from some especially challenging activities in mathematics but less is done to challenge them in other subjects. The curriculum is enhanced by what one parent called 'a vast array of activities' such as educational trips and visitors. Pupils have especially good opportunities to develop interest and skills in sports and in music. The number and variety of the well attended lunchtime and after-school clubs is exceptional. They range from cooking to drama, from engineering to cultivating an allotment, from dance to chess. The school has done well with the limited accommodation and equipment for ICT to help pupils to develop good skills. However, opportunities for pupils to apply these skills to work across the curriculum have been limited.

## **Care, guidance and support**

### **Grade: 2**

A caring ethos and very good relationships within the school are supported by well established and effective formal procedures to safeguard pupils and ensure their welfare. Good links with local authority agencies and with the nearby Nursery help to ensure pupils' needs are met. Pupils also benefit from the school's strong partnership with parents, many of whom help in classrooms or at after-school clubs. Pupils are well supported and guided in their learning. They know how well they are doing and understand what they need to do to reach the targets they are given for improving their work. A few have a little difficulty in remembering their targets.

## **Leadership and management**

### **Grade: 2**

The school is led with determination by the headteacher, who is well supported by his senior staff. Strong staff teamwork, united around clear values and firm purposes, leads to the good quality of arrangements across the life of the school. Recent strengthening of the senior management team has led to improved assessment of pupils, enhancing the teaching and increasing pupils' progress. It has also improved the school's checks on its own performance, although measurements of the success of planned school improvements sometimes lack rigorous criteria. Planning for the future shows a clear sense of appropriate priorities. Governors contribute well to planning and hold the school to account effectively. Finances are carefully managed. The school has energetically sought the means to support extensions to the building currently under way and thereby bring nursery provision and an after-school club onto the campus, and improve accommodation for ICT and music.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

8 June 2007

Dear Pupils

Tanworth-in Arden CE Primary School, Warwickshire, B94 5AJ

I would like to thank all of you for your friendly welcome when I visited your school recently. I really enjoyed meeting you and talking to you.

It was good to see that you enjoy school and that you get on well with each other and with the adults. You have a sensible attitude to school and to your work. Your behaviour is excellent. All this is helping you to make good progress at school and achieve good standards in your work. It was good to see how keenly so many of you keep healthy by joining in all the opportunities for exercise and sport.

Some of you told me how much help the teachers and the other adults give you. I could see this for myself. All the adults give you lots of help and encouragement. The teachers give you good lessons and provide good work for you to do. The school also organises lots of interesting visits and events and puts on many lunchtime and after-school clubs. You clearly enjoy these very much.

I have said that yours is a good school and that the adults in charge of it are doing a good job and taking good care of you. However, I have suggested two ways the school could give you some more help with your learning.

?Some of you who are good at particular subjects or who have particular talents sometimes need harder things to do so that you always achieve as much as possible. I have asked the school to see to this.

?Many of you really like ICT and are good at it, but you do not get many opportunities to use your good ICT skills in other subjects. I have asked the school to see that you get more of these opportunities.

I wish you all the best for the future,

M H Cole Lead Inspector