

# Tividale Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133261
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	316049
<b>Inspection date</b>	21 February 2008
<b>Reporting inspector</b>	Mike Capper

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Josephine Brown
<b>Headteacher</b>	Les Young
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Dudley Road West Tividale Oldbury B69 2HT
<b>Telephone number</b>	01215 571765
<b>Fax number</b>	01215 576748

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and their personal development and well-being, provision for more able pupils, the effectiveness of systems to support new teachers, and the quality of leadership and management. Evidence was gathered from observations of pupils at work and play, discussion with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an inner city school where a high number of pupils join or leave during the academic year. A high percentage of pupils are from minority ethnic backgrounds, with more than average in the early stages of learning to speak English when they start school. The proportion of pupils eligible for free school meals is above average. When children start school in the Nursery, their attainment is well below that expected for children of this age.

For a variety of reasons, there has been a high turnover of staff for the last four years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

One parent accurately captured the essence of this outstanding school when commenting that 'Tividale is how a school is supposed to be; it is fun and friendly; the teachers are approachable but firm and they teach the children very good values.'

Children get off to an excellent start in the Foundation Stage and standards continue to improve very quickly as pupils get older. This means that from well below average starting points, standards rise to above average by the end of Year 6 in English, mathematics and science.

Pupils' achievement is excellent because they are taught well and are given outstanding academic support. Teachers manage pupils' behaviour very effectively and use praise well to encourage an 'I can do' attitude in lessons. This means that pupils are keen to do their best at all times. Teachers make very good use of resources such as the interactive whiteboard to involve pupils and to make learning purposeful. Pupils with learning difficulties and/or disabilities are given excellent support by very able teaching assistants and make excellent progress as a result.

Bilingual support assistants ensure that children in the early stages of learning English are able to make rapid progress in improving their skills. Teachers are diligent about marking pupils' work and there are very thorough systems for giving pupils targets to aim at. Pupils find these helpful and, consequently, they have a very clear understanding of how to improve their work. There are no significant differences between the progress of boys or girls, although teachers miss opportunities to stretch more able pupils in some lessons. The school has also accurately identified that systems for supporting gifted and talented pupils need reviewing to ensure that they are being consistently challenged.

The school provides a haven of calm and most parents value the school very highly. They are right when they say that their children are very well looked after and the school works very closely with outside agencies to safeguard pupils. Consequently, pupils' personal development and well-being are outstanding. Pupils have very positive attitudes towards work and are sociable and articulate. Their good behaviour contributes well to their learning. Learning mentors provide valuable support to pupils who find school or home life difficult. Pupils who join the school during the year are helped to settle quickly. The school has improved attendance since the last inspection. Although it is still slightly below average due to term-time holidays and recent extended bouts of illness that affected a large number of children, this does not reflect pupils' great enjoyment of school. Pupils especially like the wide range of musical and sporting activities that the school provides to enrich the excellent curriculum. Pupils rightly comment that 'Every day is fun and we learn lots of new things.' For example, all pupils in Years 3, 4 and 5 learn to play a keyboard, violin or trumpet. Classrooms and corridors are lively, exciting places with attractive displays of work that stimulate learning and celebrate pupils' achievements. Provision for information and communication technology has been significantly developed since the last inspection, with pupils benefiting from vastly improved resources and frequent opportunities to use their computing skills in different subjects.

Pupils are justifiably proud of their school and the way it helps them to become responsible young citizens. The school's determined efforts to promote positive values are rewarded in the pupils' good understanding of how to adopt healthy lifestyles and how to stay safe. For example, pupils explain how a cycling proficiency course helps them to cycle safely. Pupils make an excellent contribution to the community by taking part in local events and raising funds for charities. School councillors speak confidently about how their involvement is improving the school by buying new equipment for the playground. Peer mentors are very enthusiastic about

the valuable part they play in helping younger pupils at break times. Activities such as these, as well as pupils' high levels of confidence and self-esteem, prepare them very well for the next stage of their education.

The school is very well led and managed. It is so successful because leaders and other members of staff have created an ethos in which all pupils are valued and respected. The reflective and purposeful leadership of the headteacher and other senior leaders has ensured that the school continues to move forward quickly. There is a vigorous drive for improvement, with the school's philosophy summed up by the headteacher's comment that 'if you don't set challenging targets you can't improve'. Subject leaders support school development effectively as they are fully involved in monitoring the work of the school. This means that leaders at different levels have an excellent understanding of what needs improving, although self-evaluation tends to be a little cautious in its judgements. This reflects the very high expectations set by the headteacher. The school has gathered a wealth of assessment information to show pupils' progress over time. This is used extremely rigorously to identify pupils who need additional support. The high turnover of staff, which is beyond the school's control, has been managed very successfully. There are exemplary systems for supporting new teachers when they start in the school and this means that the pace of pupils' learning is maintained despite staff changes. Governors are kept very well informed by the headteacher and this enables them to keep a close eye on the school's progress.

The school has shown in the determined way that it has tackled issues from the last inspection and has maintained an upward trend in standards that it is very well placed to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children make excellent progress in the Foundation Stage. Consequently, most children reach the expected levels for their age by the end of the Reception Year, with some working beyond this. Children achieve so well because provision is very well managed and teaching takes close account of their different starting points to ensure that there are very good levels of challenge in lessons. Adults give children sensitive help throughout the school day. Very good induction systems ensure that children soon learn new routines when they start school, and parents are welcomed into class. Bilingual support assistants are readily available to support children in the early stages of learning English and to enable them to take a full part in lessons. The good curriculum includes a good balance between adult directed activities and children choosing their own. This ensures that children quickly become independent and confident. Children are encouraged to work outside although this is more successful in the Nursery than the Reception classes because not all classes have the same easy access to the large and well resourced outdoor area.

### **What the school should do to improve further**

- Ensure that there is always enough challenge for more able pupils in lessons.

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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	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

21 February 2008

Dear Children

Inspection of Tividale Community Primary School, Oldbury B69 2HT

Thank you for welcoming me to your school and for showing me your work. You were very polite and friendly and were well behaved. I agree with you that your school is excellent, and that staff do a lot to help you.

Some of the things I found out about your school.

- You are supported very well and good teaching helps you to learn new things very quickly throughout the school; this means that you reach above average standards by the end of Year 6.
- Younger children get a super start in the Nursery and Reception classes, where you work together well and settle quickly.
- You really enjoy school because adults make learning interesting by planning fun activities, and by providing many clubs and visits; the trumpet playing in Year 4 sounded brilliant!
- You behave well and are very keen to take responsibility; the school council and peer mentors do a very good job.
- Your teachers and other adults are very kind and caring; they look after you very well, give you help when you need it and show you how to improve your work.
- Your headteacher and teachers provide excellent leadership and they are working very hard to make the school even better.
- Almost all of your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that those of you who learn particularly quickly are always given enough challenge in lessons.

I thoroughly enjoyed talking to you about your work and watching you learn and I wish you well for the future.

Yours sincerely

Mr M Capper Lead inspector

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**Annex B**

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Lead inspector