

Tividale Hall Primary School

Inspection report

Unique Reference Number	103960
Local Authority	Sandwell
Inspection number	323933
Inspection dates	17–18 March 2009
Reporting inspector	Judi Bedawi

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	444
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Paul Hodgetts
Headteacher	Pamela Willets
Date of previous school inspection	21 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Regent Road Tividale Oldbury B69 1TR
Telephone number	01384 254865
Fax number	01384 459421

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Tividale Hall is a large, two-form entry, urban primary school. The Early Years Foundation Stage is for children from three years old, with part-time Nursery provision for 60 children and two Reception classes for 60 children. The percentage of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are from White British families. There is onsite before- and after-school provision that is not managed by the governing body and was inspected separately. The school has many awards, including Healthy School, Activemark and Artsmark Gold awards, Eco Level 1 and the Marjory Boxall Nurture award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tividale Hall is a good school. It provides a good quality of education because it is successfully focused on raising pupils' aspirations, enabling them to make good progress, no matter what their needs or abilities. The forward-thinking headteacher, her senior leaders and governors work as an effective team and leadership and management at all levels are good. Leaders share with staff any new initiatives or ideas that will positively impact on pupils' learning and enjoyment. This ensures ongoing momentum. The excellent, pupil-devised 'Learning Detectives' is a vibrant example. Alongside other responsibilities such as behaviour monitoring by playground buddies, pupils make an outstanding contribution to the warm and caring learning atmosphere of their school community. Pupils are well prepared for the next stage of their education and the world of work.

Pupils say 'it is a friendly school' and inspectors agree with them. It is very clear that pupils love school and their attendance is good, as is their personal development. This is seen in the way they treat each other, staff and visitors with courtesy and respect. Their behaviour is good and pupils say, 'You feel safe and there is no bullying.' Teaching is effective, with a good impact on pupils' learning, understanding and academic guidance. Pupils know how well they are doing and what they need to do to improve their own work and progress. In a very few lessons, most evident in Years 3 to 6, pupils are offered less challenge and the pace of learning is too slow. Pupils' achievement is good. Thorough analysis and an accurate interpretation of data and detailed tracking of performance are the backbone of pupils' learning. Any dips in individual performance are quickly identified. Standards are above average by the end of Year 6.

The good curriculum captures pupils' interest well, embedding basic skills from the time children arrive at school. Work is linked closely to development priorities and English and mathematics standards have improved. Enrichment and extended day activities are much enjoyed. Physical education is a strength and contributes well to pupils' excellent understanding of healthy lifestyles. Provision in the Early Years Foundation Stage is good. However, the outdoor curriculum for the youngest children in the school does not yet provide them with fully independent access to play and learning.

Pastoral care and support, including nurture groups for the youngest children and mentor support for older pupils' well-being, is good. The safeguarding of pupils meets current government requirements. Almost all parents appreciate the school's work. 'We are very happy with our child's progress,' and, 'The school undertakes new and innovative ventures – it is good to get children involved,' reflect the views of the majority.

The school is moving on well and has a good capacity to make further improvements. This is clearly demonstrated, for example, by the significant recent improvements in standards and pupils' achievement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children currently join Nursery at levels that are broadly as expected for their age in most areas of learning. They arrive eager to greet their teachers and learning support staff. As one parent stated, 'My child only comes to school because she absolutely adores the staff.' Children are ready for the well planned and resourced play and learning activities currently linked to Jack and the Beanstalk. Staff fully understand how to support, nurture and develop children's

emotional and learning needs, seen in focused 'family groups' where children imagine what their magic bean would become. They enjoy making some early attempts at writing letters for their class big book. Well-known routines help children feel secure so they enjoy discovering new skills and their confidence grows, enriching their personal development. Teaching, particularly the use of questioning, is good. Children behave well and listen carefully, so that they make good progress from their differing starting points as they move into Year 1, with children achieving above average standards. There is a good balance between child- and adult-led play and learning. Although children use the outdoor area, they do not have independent access whenever they wish. This is recognised by the school as an area for development. Leadership and management, temporarily overseen by the headteacher, are good. Tracking, assessment monitoring and the evaluation of children's progress are accurate and used well in planning activities to meet individual needs. Partnerships with parents are well established.

What the school should do to improve further

- Ensure that all teaching in Years 3 to 6 provides pupils with consistently challenging work combined with a lively pace of learning.
- Further develop Early Years Foundation Stage provision to ensure that children can always independently access learning and play activities in the outdoor classroom.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average in English, mathematics and science. Current Year 6 pupils have made good gains because they started school with attainment below the expected levels and below average standards as they entered Year 1. Standards are above average in reading, writing and mathematics in Year 2. This represents good progress in relation to their starting points. Good intervention programmes, led by skilled learning support assistants, effectively ensure that pupils with learning difficulties and/or disabilities maintain good progress.

Personal development and well-being

Grade: 2

Pupils arrive happy, smiling and enjoying being part of a caring community that is focused on learning. Their attendance is good. Pupils work hard and rise to the good challenges seen in most lessons. This leads to high levels of enjoyment and motivation. Pupils have a keen awareness of environmental issues. The responsible Eco warriors recycle rubbish and grow vegetables, contributing to pupils' excellent adoption of healthy lifestyles combined with involvement in many sports. They know how to stay safe and are aware of internet safety and the dangers of smoking and drugs. Behaviour and relationships are good and pupils look out for each other well. Pupils' spiritual, moral, social and cultural development is good and reflected through their relationships with each other and the tolerance shown when other pupils need support.

The way that pupils contribute to their school and the wider community is outstanding. Pupils value the diversity of British culture and that of other nations, and there are many overseas links. There is innovative pupil responsibility and independence in learning, through the 'Learning Detectives'. Pupils decided to improve their learning and discovered that visiting lessons and

then advising teachers about what helps them to learn best makes a very real difference. This initiative is having a most positive impact on improving learning and progress.

Quality of provision

Teaching and learning

Grade: 2

The seamless partnership between teachers and their skilled learning support assistants is strong. Relationships are good and pupils respect their teachers. This supports pupils' progress and confidence well, including those with learning difficulties and/or disabilities. Teachers plan activities carefully using the good assessment information available to them. Subject knowledge is good, leading to effective questioning and challenging learning strategies that encourage pupils' thinking skills well. In the main, pupils' individual needs are addressed well, particularly through good Year 6 teaching strategies. In the very few less effective lessons in Years 3 to 6, the level of challenge is too low, with far too much time spent in 'teacher talk'. This slows pupils' progress.

Curriculum and other activities

Grade: 2

French is included in the balanced curriculum that meets pupils' needs well. Science week and other themed weeks, such as international week, help to enhance pupils' understanding of the wider community. Creativity is well developed, with the school orchestra performing locally, and a group of talented gymnasts make good use of facilities and tuition at a local secondary school. Opportunities to explore British and multicultural diversity are well promoted in subjects such as history and geography. Pupils' personal development is strengthened by good provision for drugs and stranger-danger education. The school is aware of elements of the curriculum that need more focus such as outdoor classroom provision in the Early Years Foundation Stage. Children have less choice about when they can learn outdoors. Enrichment through many clubs, activities, visits and visitors brings learning to life and is a strong feature.

Care, guidance and support

Grade: 2

The school is calm and orderly, with a positive impact on the good quality pastoral care and support extended to pupils and their families. Access to external expertise is available as needed and has a good impact on pupils' learning. Good learning mentor support for pupils who sometimes have to cope with difficult situations or who need strategies to help them manage their behaviour is successful. Individual learning plans meet the needs of pupils with learning difficulties and/or difficulties well. Academic guidance is good overall, based on accurate assessment and regular shared review of pupils' learning combined with good systems for tracking individual progress. As a result, pupils can measure their own progress against national averages and really know where they are and what they need to do to move on. Challenging targets are set to ensure that this is achieved so that good progress is sustained. Occasionally, teachers' marking does not provide sufficient information on how to reach the targets. Effective pupil self-assessment strategies are well embedded.

Leadership and management

Grade: 2

The headteacher works openly in sharing school development strategies not only with her able senior leaders and middle managers but with all staff, involving them fully in the process of monitoring, evaluating and reviewing school performance. This leads to sharing of high expectations clearly focused on raising standards and achievement at all levels, including teaching. The Early Years Foundation Stage does not have a substantive manager at present. The way that new initiatives are eagerly grasped and piloted to benefit pupils is a key feature of the school's drive to extend its performance. If strategies are not successful, then they are abandoned. The governing body has good skills and experience, knows the school well and is not afraid to challenge school leaders. The school's evaluation and knowledge of itself is good, with clear awareness of what and how it needs to move on. Analysis of achievement data to identify improvement areas is finely tuned. The school development plan is a good working document with clear priorities. Attention to equality, diversity and community cohesion is good with action plans in place and well reflected in policy and practice. Partnerships are strong, particularly through the school cluster and internationally, with staff going on exchange visits. Parental involvement is good. Finances are carefully used and managed.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 March 2009

Dear Pupils

Inspection of Tividale Hall Junior and Infant School, Tividale, B69 1TR

You gave us all such a lovely welcome and were so polite and helpful when we visited your friendly school recently. You really helped us a great deal by telling us so much about your school, so thank you.

- We all think you go to a good school. We are very impressed by the way the 'Learning Detectives' really help all of you to learn and inform the teachers how they can help as well. Perhaps some of you might become school inspectors in the future
- We can see how happy you are and that you do your best in lessons and behave well. Very occasionally, some of you are not given work that is challenging enough and lessons are too slow. Your headteacher and other staff do a good job in helping you to learn so you make good progress. The standards that you reach are good and so is your attendance. We think the youngest children should be able to have more choice about when they play and learn outside. The staff take good care of you if you need help or feel unwell and you care very much about each other. We have suggested two things to the headteacher, staff and governors for improvement.
- All lessons should be challenging and move along at a quick pace.
- Provide the youngest children with opportunities to decide for themselves when they want to learn and play outside.

We know that you will happily help your teachers with these challenges by saying if work is too easy and telling teachers how you like to learn.

Yours sincerely

Judi Bedawi

Lead inspector