

# Tysoe CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125649
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328374
<b>Inspection dates</b>	14–15 October 2008
<b>Reporting inspector</b>	Alison Cartlidge

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	194
Government funded early education provision for children aged 3 to the end of the EYFS	26
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Mercer
<b>Headteacher</b>	D S Taylor
<b>Date of previous school inspection</b>	10 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Saddledon Street Tysoe Warwick CV35 0SH
<b>Telephone number</b>	01295 680244
<b>Fax number</b>	01295 680244

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Pupils come to this smaller than average sized primary school from the rural village of Tysoe and the surrounding area. The proportion of pupils eligible for free school meals is well below average. The school has a below average proportion of pupils with learning difficulties and/or disabilities. Provision for the Early Years Foundation Stage (EYFS) is in one Reception class. Almost all pupils are from White British backgrounds. There have been several long-term absences amongst senior members of staff in the last two years, and the headteacher returned to the school a year ago after a long-term absence.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Pupils receive a satisfactory education at this welcoming school. Good care, guidance and support and a well-balanced curriculum are especially effective in supporting pupils' good personal development and well-being. As a result, pupils' behaviour is exemplary and they develop positive attitudes towards learning.

Children make a good start to their education in the Reception Year and reach above average standards by the start of Year 1. Teaching and learning between Years 1 and 6 are satisfactory, with examples of good teaching across the school. As a result, most pupils, including those with learning difficulties and/or disabilities, make at least satisfactory progress. Pupils' achievement is satisfactory overall and, by the end of Year 6, standards are above average. Pupils' progress is best in reading and standards are higher in this area than in others. In writing, mathematics and science, teachers do not always provide enough challenge for the more able pupils and consequently their learning, although satisfactory, is constrained. In addition, teachers do not provide enough purposeful opportunities for pupils to extend their writing when working in subjects other than English.

Pupils demonstrate their thorough enjoyment of school by attending regularly and speaking politely to each other and adults. They adopt safe and healthy lifestyles and develop a good awareness of the needs of others. They make a valuable contribution to the community by raising funds for charity and in their roles as school monitors. The school prepares pupils well for the next stage of education and later life because pupils have good basic skills and are willing and confident. Throughout the school, teachers use praise well to encourage pupils to try hard. They are successful in providing work that meets pupils' differing needs when they are working in small groups. However, some whole-class discussions at the start of the lesson are too long and do not challenge the more able pupils well enough. Teaching assistants provide valuable support, especially when working with pupils with additional needs.

Pupils appreciate the broad and interesting curriculum, especially practical tasks and worthwhile additional activities such as clubs, visitors and visits. Members of staff are very caring and have good relationships with pupils. They carry out frequent assessments to monitor pupils' progress.

Leadership and management are satisfactory. The well-respected headteacher has re-established strategies for raising standards, following his long-term absence. Many middle leaders are new to their roles and are not yet in a position where they can evaluate their impact on improving provision and pupils' progress. Leaders know how to improve the school and recent initiatives are already speeding up the rate of pupils' progress, especially in the EYFS. The school is demonstrating that it has a sound capacity to improve further.

A good partnership exists with external agencies to promote the pupils' well-being. The school promotes community cohesion well by extending pupils' experiences of other cultures. Most parents are pleased that their children come to this school. They make comments such as, 'The head and teachers are very accessible, and I also like that the school undertakes trips and outside activities to broaden the children's experience', and 'The school has created a caring and friendly atmosphere between pupils and staff. Pupils feel welcome and safe.' These comments support what the school is already doing really well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good teaching and close teamwork provide well for children in the EYFS, and promote their welfare and care effectively. Children achieve well because teachers match tasks closely to their needs and interests. Teachers and teaching assistants are especially skilled in teaching numeracy. For example, children enjoyed counting the number of bears in the 'feely bag' and matching them to the numerals on the interactive whiteboard. Year groups vary, but the large majority of children start school working at the levels typically expected for their age and standards rise to above average by the start of Year 1. The school has correctly identified the need to promote early literacy skills more rigorously so that children make as much progress in communication, language and literacy as they do in problem solving, reasoning and numeracy.

Children's personal development is good. They settle into school life quickly and develop good attitudes towards learning. They work together sensibly and are keen to discuss their work with adults. They are confident when choosing activities for themselves because members of staff are good at demonstrating how they can use resources such as 'Mr Bear's' role-play area and the 'treasure' hidden in the ice. Good leadership and management ensure that provision continues to improve, and opportunities for children to learn inside and outdoors are rich and varied. Leaders are successfully supporting new members of staff in improving their confidence in making accurate assessments.

### What the school should do to improve further

- Increase the challenge for the more able pupils, especially during whole-class discussions.
- Provide greater opportunities for pupils to write purposefully to support learning in all subjects.
- Develop the role of middle leaders in evaluating the impact of recent initiatives on raising standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children achieve well in the Reception class and their standards are above average when they start in Year 1. Most pupils, including those with learning difficulties and/or disabilities, build steadily on what they have already learnt between Years 1 and 6 and attain above average standards at the end of Year 2 and Year 6. Throughout the school, pupils make good progress in speaking, listening and learning to read because the school has improved resources for the boys and provides good opportunities for pupils to practise these skills. Recent strategies to raise standards in writing are starting to have an impact, although there are too few opportunities for pupils to write in different subjects. Progress is slower for the more able pupils in mathematics and science because teachers do not always meet their needs well enough. The school sets challenging targets but these are not met in full.

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

### **Grade: 2**

Pupils' behaviour is excellent because all members of staff provide them with good role models, right from the time they start school in the Reception class. Pupils are very attentive in lessons and move around the school sensibly. They cooperate with each other well at playtime and appreciate their teachers. They take care over their work and concentrate on the tasks teachers give them, although they do not take the initiative enough in deciding how to complete tasks. They contribute to the community well and enjoy carrying out responsibilities, such as singing to elderly villagers and supporting other pupils as peer mentors. The school council is proud of its success in improving activities for playtimes.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of various faiths and cultures, because the school promotes community cohesion well and is aware of the need to broaden pupils' horizons. Pupils have a good understanding of how to stay safe and healthy through taking regular exercise and eating healthy foods. They become confident and articulate and are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are good features in all lessons. Teachers form good relationships with their pupils from the Reception class onwards, and ensure that most understand the work they are set and work quickly. They promote new vocabulary well and provide a wide range of activities to make learning interesting. For example, pupils in Year 3 enjoyed video clips showing different types of weather and pupils report that they especially like 'practical activities'. Teaching assistants provide valuable support for small groups of pupils by asking open-ended questions and giving encouragement.

Teachers in Years 1 to 6 do not always provide enough challenge for the more able pupils, particularly during whole-class discussions. Some tasks are of limited value and do not encourage pupils to extend their writing skills. Teachers set pupils targets and mark work frequently, although written comments do not always show pupils what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The broad curriculum provides pupils with a good balance between creative subjects and literacy and numeracy. In the Reception class, children have good opportunities to learn indoors and outside. Throughout the school, there is a strong focus on personal development, and a wide range of interesting experiences outside lessons help pupils to enjoy school. Worthwhile 'booster' groups support pupils who are falling behind in their learning and the curriculum is particularly relevant to the interests of boys. Teachers promote reading successfully but do not always provide enough time for pupils to write purposefully about what they have learnt in each subject.

## Care, guidance and support

### Grade: 2

Good pastoral care is a strong feature of this school and consequently pupils feel safe and well looked after. Pupils know who to approach if they have a worry. The school works well with parents and outside agencies to safeguard pupils' well-being. Good induction arrangements ensure that children settle quickly in the Reception class.

Systems for academic guidance and support are thorough, providing a wealth of information on how well pupils are doing. The school is aware that teachers do not always use this information well enough when planning work for the more able pupils.

## Leadership and management

### Grade: 3

The headteacher has a clear vision for the school. All leaders are committed to improving pupils' progress and have a shared understanding of what they should do next. The school's systems for self-evaluation are satisfactory, although the evaluations on the school's effectiveness are too generous. The school shows that it has a sound capacity to improve because it has improved provision for children in the EYFS over the past year. Some middle leaders have not yet fully evaluated the success of initiatives to raise standards further.

Governance is satisfactory. Governors ensured that the school ran smoothly on a day-to-day basis during the long-term absences of senior leaders. They are supportive and have recently increased their role in holding the school to account.





## 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?	3
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	3

### 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?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
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	1
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 learners' needs?</b>	3
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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

16 October 2008

Dear Children

Inspection of Tysoe Church of England Primary School, Warwick, CV35 0SH

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education.

Here are some of our views about your school

- You make satisfactory progress during your time at the school.
- Children in the Reception class make good progress, especially in numeracy.
- You enjoy school and your behaviour is excellent.
- You take responsibility well; the school council is doing a good job in helping to make the school even better.
- Teaching is satisfactory; teachers work hard to make learning fun by giving you interesting things to do.
- You study a good range of topics, and enjoy the interesting visits, visitors and clubs.
- The adults in the school care for you well and help you when you are finding your work hard.
- Your headteacher and other leaders know how to make your school even better.

What we have asked your school to do now

- Make sure that teachers always give hard enough work to those of you who find learning easy.
- Expect you to use the writing skills you have learnt in literacy lessons when you are working in other subjects.
- Help middle leaders to show that the things they are doing to improve your learning and progress are successful.

We thoroughly enjoyed talking with you about your work and watching you learn. We thought you sang very well in assembly. We are glad that you enjoy coming to this friendly school and wish you well for the future.

■ Yours sincerely

Alison Cartlidge Lead inspector