

Tiverton School

Inspection report

Unique Reference Number	103763
Local Authority	Coventry
Inspection number	336149
Inspection dates	1–2 December 2009
Reporting inspector	Declan McCarthy

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

Type of school	Special
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Mrs Denise Beech
Headteacher	Mrs Carolyn Claridge
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at documents including the school improvement plan, assessment files, monitoring files, the self-evaluation form, and records of achievement for different groups of pupils with a variety of special educational needs and/or disabilities. The Ofsted questionnaire responses from 14 parents were also examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- the learning and progress of different groups of pupils with special educational needs including those with ASD, PMLD and those with additional needs such as EAL
- how effectively the school analyses and uses assessment information in narrowing the gap in achievement between different groups such as girls and boys
- how effectively the school promotes the national and global dimensions of community cohesion
- the role of subject leaders in embedding ambition and driving improvement particularly in relation to the sustained capacity for improvement.

Information about the school

Tiverton School serves the city of Coventry and provides for pupils with severe learning difficulties and for a small minority with profound and multiple learning difficulties (PMLD). A minority of pupils are identified with autistic spectrum disorder (ASD). There are five Nursery aged children and six children of Reception age taught in the Early Years Foundation Stage. The proportion of pupils eligible for free school meals is below average when compared to similar special schools. Nearly all pupils have a statement of special educational needs and a small minority are undergoing statutory assessment. A minority of pupils have English as an additional language, 40% of pupils are White and 40% are from Asian backgrounds. The school holds the Healthy Schools and Artsmark awards. A new headteacher and deputy headteacher were appointed in September 2009 and new governors are also in place.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Tiverton provides a satisfactory education and good quality care for its pupils. Pupils make satisfactory progress because teaching is satisfactory. All adults are fully committed to ensuring the safety and well-being of every pupil. The school operates smoothly on a day-to-day basis, providing a calm, warm and welcoming learning environment, which parents are very pleased with. Parents are very supportive of the school and rightly praise the very good relationships between staff and pupils and the good quality of care and support provided for them.

Given the nature, severity and complexity of their special education needs it is inappropriate to judge pupils' attainment. Pupils make good progress in their personal development, behave well and grow in confidence as they leave school, because of the good quality of care, guidance and support provided for them. Support for learning is nearly always effective but teaching does not always ensure good use of target setting or the use of appropriate methods to ensure that pupils with PMLD progress as well as others. Good provision in the Early Years Foundation Stage ensures that children joining the Nursery and Reception class make good progress in all areas of learning. They get off to a good start by settling into their routines quickly. Although most pupils make good progress in communication and social interaction, pupils' achievement in Years 1 to 6 is satisfactory because there is some variation in the achievement of different groups of pupils. Those with autism make better progress and their achievement is good because of the strong and consistent implementation of effective strategies. Pupils with severe learning difficulties, the very few looked after pupils and those at an early stage of learning English make satisfactory progress. However the progress and achievement of pupils with PMLD is not as good as other groups because there are inconsistencies in how assessment is used in planning tasks matched to pupils' learning needs. Systems of assessment have recently been reviewed, resulting in improvements to how data are analysed by senior leaders. The school's recently developed tracking system demonstrates that pupils are making satisfactory progress, although girls do less well than boys. Individual targets set for pupils are sometimes too vague to measure progress accurately. Pupils love school, they keep healthy, and remain safe.

Teaching ensures that the needs of most groups of pupils are provided for well, although occasionally tasks and activities are not sufficiently matched to all pupils' learning needs. Behaviour is managed effectively and teaching assistants provide good support in nearly all lessons. The satisfactory curriculum ensures progression of learning as pupils grow older, but schemes of work do not give enough guidance on how teachers should meet pupils' different learning needs. The school takes good care of its pupils and meets the requirements for safeguarding effectively.

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The headteacher and deputy headteacher have an accurate view of the school's strengths and areas for development, as a result of their effective monitoring of teaching and learning. However subject leaders are not monitoring how well their subjects are planned and adapted in lessons to cater for the different learning needs of all pupils. The new governing body have already visited the school, and are enthusiastic about their new roles. These are at an early stage and have yet to have full impact on learning and achievement. The school's capacity for sustained improvement is therefore satisfactory.

What does the school need to do to improve further?

- Ensure that pupils have precise, challenging, individual targets matched accurately to their needs, against which they are regularly assessed and which inform teaching and learning.
 - Develop the curriculum for pupils with PMLD and ensure that this is implemented consistently in all lessons so that they learn, make progress and achieve as well as other pupils.
 - Develop the role of subject leaders so that they drive improvement by systematically monitoring their subjects and using information on the progress of particular groups effectively to ensure all pupils achieve as well as they can.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their learning and make satisfactory progress overall. Nearly all pupils make good progress in communication and social interaction because effective total communication strategies are used which include signing, symbols, and specialist communication aids. This together with a highly structured learning environment enables pupils with varying degrees of autism to make good progress. Boys make slightly better progress than girls and occasionally progress is slower for some pupils with PMLD either because tasks or their targets are not always sufficiently matched to their needs, or they are not fully included in some parts of the lesson. Pupils with severe learning difficulties, the very few looked after children and those at an early stage of learning English make satisfactory progress. This is reflected in lessons seen and in the school's own tracking data.

Pupils develop growing confidence as a result of their good spiritual development. Their good behaviour in lessons and around school, their good relationships and consideration for others are reflected in pupils' good moral and social development. Pupils keep safe, stay healthy and develop satisfactory awareness of different cultures and traditions. They make a satisfactory contribution to their community through good behaviour, by helping to take the registers, sharing resources, and taking turns and helping to raise funds for charity.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Some good lessons were seen during the inspection, although teaching across the school is satisfactory. This reflects the school's own analysis of the quality of teaching. Particular strengths in teaching include good support and strong team work with teaching assistants, good management of behaviour and good implementation of systems to develop effective communication skills. Teachers nearly always make good use of well chosen resources to support learning. On a few occasions in lessons sensory approaches and the use of targets to support the learning of pupils with PMLD are not used well enough. Teachers make satisfactory use of assessment in planning for different groups of pupils, although individual targets are sometimes too vague so progress against these cannot always be measured accurately. Behaviour is managed effectively which helps to support learning. Where teaching is good, lessons proceed

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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briskly, assessment at the end focuses on what pupils have learnt rather than on what they have done and good use is made of well chosen resources to ensure good learning of all groups of pupils.

The satisfactory curriculum includes well thought-out topic themes for each term which build progressively on learning between year groups. However schemes of work for subjects do not show teachers how to support learning for different groups within these topics. There is an appropriate range of after-school and lunchtime clubs with some good opportunities to enrich learning; for example, sports coaching, visitors to the school, visits to local facilities and residential visits. Good enjoyment is reflected in the high take up of lunchtime and after-schools clubs, such as gardening. The programme for social and health education effectively supports pupils' personal development. There are good opportunities for developing communication and social interaction skills and there is satisfactory use of information and communication technology to support learning, such as the use of interactive whiteboards, digital cameras and switches.

Good care, guidance and support are promoted through effective links with a wide range of support agencies. Annual reviews for pupils with statements are well attended by parents, who are fully involved in the process. Therapists and medical professionals ensure that staff are well trained in handling so pupils with severe physical disabilities are moved around safely. Attendance is promoted and monitored carefully so that it is broadly average with a very small number of persistent absentees. Most absences are due to medical needs, hospitalisation and/or therapy which are essential for pupils' well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff and parents have confidence in the new leadership and management of the headteacher and deputy headteacher. The new headteacher, who is ably supported by the new deputy headteacher, provides clear direction and strong leadership for the school. Recent training in school self-evaluation, involving both staff and governors, has led to a sharper focus on monitoring the work of the school. Senior leaders monitor teaching and learning effectively as part of performance management. They also analyse the progress of different groups of pupils and use this to develop clear priorities for school improvement. However, subject coordinators do not monitor teachers' planning in order to provide guidance on meeting pupils' differing needs, especially

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those with PMLD.

All pupils have the same opportunities to participate fully in all aspects of the curriculum but the promotion of equality of opportunity is satisfactory overall because the learning needs of pupils with different needs and backgrounds are not always fully met. The promotion of community cohesion is satisfactory overall. Good partnerships with local schools and the community provide good opportunities for children to integrate and mix with their peers, increasing their awareness and appreciation of their locality. There are some opportunities to increase awareness of the diversity of British and global culture, through for example the celebration of world festivals and newly established links with a school in Northern Ireland. The school is planning to further promote the British and global elements. Safeguarding requirements are met through effective procedures and the maintenance of clear records for checking the suitability of staff, governors and regular visitors.

New governors are already visiting the school, have participated in school self-evaluation training with staff and have an accurate view of how to develop their strategic role. They ensure that statutory requirements are met, are fully supportive of the staff and strongly committed to school improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership and management have ensured that provision for the Early Years Foundation Stage is effective, and strong links with parents are maintained. Parents are effectively supported and well informed about their children's progress, through a home

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contact book, annotated photographs showing progress and personalised story books of their child's development in each area of learning. All children including those with additional special educational needs such as PMLD enjoy learning greatly and develop confidence as individuals. The provision meets the statutory requirements for welfare and learning. The indoor learning environment is attractive and stimulating. Staff ensure that a wide range of well chosen resources, including soft play areas, cuddly toys for illustrating topic themes and the interactive white board are used to develop children's learning. Good use is made of the satisfactory outdoor area to promote learning. All activities are carefully assessed for any potential risks so that a good balance of teacher-directed and free-choice activities is provided for children, which takes full account of the nature and complexity of children's needs. Assessment takes place during the first weeks in the Nursery to set clear targets, which enable children to progress well from their starting points. Small steps of progress are carefully recorded on a daily basis. Assessments based on the early developmental stages of children are being carefully adapted to incorporate the specialist assessments for more complex learning needs. Children make good progress in each area of learning and settle into routines quickly. Transition of children to Year 1 is smooth and effective. Children's individual medical needs are met and clearly recorded. Detailed risk assessments ensure effective safeguarding. All areas of learning are covered in planning with a special focus on communication and social interaction, through first-hand experience.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

By the end of the inspection, 14 parents had returned questionnaires. All questionnaires received were fully supportive of the school, though a very small number raised a concern about the progress of children with PMLD. Inspectors looked at this and agreed that although they were equally well cared for, the learning needs of pupils with PMLD are not always met sufficiently to ensure they make the same progress as other groups of pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tiverton School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	57	3	22	0	0	0	0
The school keeps my child safe	8	57	3	22	0	0	0	0
The school informs me about my child's progress	8	57	3	22	0	0	0	0
My child is making enough progress at this school	6	43	5	36	0	0	0	0
The teaching is good at this school	8	57	4	29	0	0	0	0
The school helps me to support my child's learning	9	64	3	22	0	0	0	0
The school helps my child to have a healthy lifestyle	8	57	4	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	57	3	22	1	7	0	0
The school meets my child's particular needs	9	64	4	29	0	0	0	0
The school deals effectively with unacceptable behaviour	9	64	3	22	0	0	0	0
The school takes account of my suggestions and concerns	9	64	3	22	0	0	0	0
The school is led and managed effectively	10	75	3	22	0	0	0	0
Overall, I am happy with my child's experience at this school	10	75	3	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Pupils

Inspection of Tiverton School, Coventry, CV6 1PS

Thank you for being so kind and welcoming to me when I inspected your school. I was pleased with your good behaviour in lessons and around school. I particularly liked being with you in lessons where you encouraged me to join in with your activities and showed me what you were learning. Thank you for sharing with me, at lunchtime, how much you like your school. This is what I found out about your school.

Your school provides you with a satisfactory education and takes good care of you. Your parents, staff and governors are very supportive of your school. The youngest children in the Early Years Foundation Stage make good progress because there are good opportunities to learn different things and teaching is good. You all make good progress in your personal development and communication skills. Your progress is satisfactory overall because occasionally some of you who find learning much more difficult do not make the same progress as others.

Here are some things the school could do even better:

- make sure you all have individual targets which you can achieve and that these are checked regularly and used to improve teaching and learning
- develop the curriculum for those of you who find learning most difficult and ensure this is applied in all lessons so you can learn, make progress and achieve as well as other pupils
- make sure your teachers check the progress of all of you in different subjects and use this information to improve your learning

You can help by continuing to try your best.

Yours sincerely

Declan McCarthy

Lead Inspector.

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