

Tanworth-in-Arden CofE Primary School

Inspection report

Unique Reference Number	125695
Local Authority	Warwickshire
Inspection number	340823
Inspection dates	1–2 December 2009
Reporting inspector	Clive Kempton HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Pat Saunders
Headteacher	Philip Jones
Date of previous school inspection	7 June 2007
School address	The Green Tanworth-in-Arden Solihull
Telephone number	01564 742284
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Email address	admin3311@we-learn.com

Age group	4–11
Inspection dates	1–2 December 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors of Schools, and two additional inspectors, one of whom focused on ensuring that the school complied with the regulations for safeguarding children. The inspectors visited 12 lessons, and held meetings with the headteacher and other senior staff, governors, parents, staff, groups of pupils, other outside professionals associated with the school, and held a telephone conversation with a representative from the local authority . Inspectors observed the school's work, and looked at the school development plan, the school's self-evaluation of its effectiveness, school and national data sets, and other documentation. They scrutinised 51 questionnaires returned by parents as part of the inspection, six staff questionnaires, and 57 from pupils.

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

- the extent to which the school, has improved since the last inspection
- the impact of intervention strategies on pupils' progress
- the quality of teaching and learning
- the capacity of leadership and management at all levels to drive improvement
- how individual children are tracked in the Early Years Foundation Stage.

Information about the school

Pupils are almost entirely White British from village, farm and suburban homes and come from a variety of backgrounds. Christian values are central to the school's ethos and there are strong links with the church. The school has achieved Healthy School status, and Active Mark. The percentage of pupils with special educational needs and/or disabilities, and the proportion of those in receipt of free school meals are all well below national averages.

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?

2

The school's capacity for sustained improvement

2

Main findings

Tanworth-in-Arden CofE Primary School is a good school. It has some outstanding features. Tanworth is a very happy and exciting school at the heart of the community where the behaviour of pupils is exemplary. Children make good progress in the Early Years Foundation Stage. One young pupil commented, 'I think this school is the best in the world.' All pupils thrive in a secure, safe and caring environment where they are provided with lots of opportunities to develop skills and talents, especially in the arts and sport, and take a full part in the life of the community. Their contribution to village life is outstanding. They distribute harvest boxes to local residents, plant bulbs in the village, join with the community for Remembrance services, and pick litter with the local Women's Institute. Pupils are proud to be part of the school, and the local community are proud of the school and want to make their contribution to the life of the school as well. There are very close links with the church adjacent to the school and there is a strong spiritual dimension to the school's work. Prayer features prominently in school life. One parent commented, 'The school is extremely warm and caring', and inspectors agree. The care, guidance and support for pupils and their families are outstanding. Most pupils make good progress as they move through the school. Some pupils, could however, make even better progress. This finding is confirmed by national data as well as the school's thorough tracking information. One of the reasons for slower progress is that there are missed opportunities for accelerating learning in a small minority of lessons.

The school is well led by the highly respected headteacher, who leads by example. He and his deputy have a very accurate self-evaluation of the strengths and weaknesses of the school. They have made good progress with the issues identified at the last inspection and as such have a good capacity to act on the issues raised by this inspection. One of the reasons why pupils' progress has not been more consistent in the past has been the lack of clear and measurable criteria for recognising success in school development planning. Extensive monitoring is carried out by the headteacher, but subject leaders have not had enough opportunities to evaluate learning and support other staff in the delivery of the curriculum.

What does the school need to do to improve further?

- Accelerate pupils' progress in all lessons by increasing the opportunities to review, consolidate and challenge learning.
 - Ensure that development planning contains clear criteria for measuring success, so that the senior staff, governors and parents can measure the impact of its

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actions.

- Provide opportunities for subject leaders to monitor and support the teaching of their subject across the school so they can be sure pupils are making sufficient progress.

Outcomes for individuals and groups of pupils**2**

Children enter the Reception class with attainment in line with national averages and leave Year 6 with standards above average. Attainment is rising. This represents good progress taking account of pupils' starting points. During the inspection, whilst pupils made good progress in the majority of lessons, there was a small minority where the pace of learning was too slow and pupils did not learn enough. Quicker progress is made where pupils are actively engaged in their learning, for example in a mathematics lesson where pupils of different abilities were engaged in a variety of learning activities appropriate to their needs, using different equipment such as calculators, tape measures and meter rules.

Pupils tangibly enjoy coming to school which is why their attendance is above the national average. They develop healthy, active lifestyles. Increasing numbers opt for a healthy school meal and eat fruit and healthy snacks at break times. There is a high take up of the wide range of clubs and sports activities at lunchtime and after school. Pupils enjoy being given leadership opportunities such as members of the school council, house captains, and playground friends and take their roles seriously. A Year 6 house captain told inspectors how he engages younger children in play activities at break and lunchtime and shows them how to use equipment safely. Pupils say they always feel safe in school and strictly adhere to the zoned areas during playtime.

The spiritual, moral and social development of pupils is a strength of the school. The school accepts that there is still work to do on developing pupils' cultural awareness and some exciting links with contrasting schools in Birmingham and India are already planned.

Due to the nature of the small cohorts in classes, the attainment of different groups varies from year to year; sometimes boys do better than girls, sometimes the reverse is true. There is no pattern to the attainment and progress of different groups in the school as a result. The school works very well with other agencies to improve pupils' progress. As a result, gifted and talented pupils, and those with special educational needs and/or disabilities, all make good progress. Good progress is also made across the school in music, dance, drama and sport. Senior leaders have developed more robust strategies to track the progress of different groups as well as individuals, and provide appropriate intervention support. The parent of one child with specific needs confirmed this judgement and commented, 'I am very pleased with the support my son has received. He has made good progress with his reading'.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching and learning was good in the vast majority of lessons observed. No inadequate or outstanding lessons were observed during the inspection, although several lessons were judged to contain outstanding features. Positive features in all lessons include the strong relationship established between staff and pupils and the care that all staff take to prepare lesson activities and resources that meet the needs of all pupils. Pupils are attentive and engaged and want to learn. There are frequent opportunities for independent learning and pupils' exemplary behaviour enables them to work effectively with each other. Teaching assistants are well deployed to work with different groups to extend or support their learning needs. Staff have good subject knowledge and use information and communication technology with confidence. In the very small minority of less successful lessons observed, teachers talked for too long. They missed opportunities for accelerating learning because they did not stop lessons enough to check how much pupils had learned and push the pace of learning forward as a result. These lessons are too driven by completing tasks and they do not sufficiently engage pupils in purposeful learning opportunities. Teachers are developing assessment for learning strategies but these are not yet fully embedded across the school.

The curriculum is rich and provides many opportunities in and out of school. The arts and sport have a high profile in the school, and frequent opportunities are provided to perform to a high standard. For example, the school's 'Bugsy Malone' production,

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

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performed at the local secondary school, was very well received. A quarter of the pupils take up the opportunity to have instrumental lessons and enjoy playing in the orchestra and other school ensembles. Regular educational visits are well supported by parents and enjoyed by pupils. The school receives regular accolades about the excellent behaviour of the pupils from the public following such visits.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher drives the school with commitment and ambition. He has high expectations and is ably supported by an efficient deputy who has a secure grasp of data for tracking pupils' progress. The headteacher monitors teaching and learning on a very regular basis, both formally and informally. He is a visible presence daily around the school and in classrooms. He identifies any areas of individual concern and supports staff well with personal performance targets. As yet, the rigour and frequency of this monitoring has not extended to all members of staff with leadership responsibilities such as subject leaders. Whole school issues are identified and action follows in a variety of ways. For example, good support was provided for gifted and talented pupils within the school and through the successful local cluster of schools, where opportunities were provided for pupils to extend their learning out of school. The murder mystery writing day, 'Who killed Grandma Cranky,' was particularly successful.

Leadership and management at all levels promote equality and tackle discrimination and this is reflected in the very positive ethos around the school. Newly admitted pupils, some with particular needs, quickly settle and become accepted by all pupils.

Procedures for the safeguarding of pupils are good. There are robust systems for recording risk assessments, for visits out of school, and for the vetting of all staff. Risk assessments in school are regular and there are informal daily checks. The school is doing all it can to ensure children's safety and making them feel valued, wanted and cared for.

The school is a very cohesive community and links with the local community are exemplary. The school is very aware of the need to make links with other schools where different cultural traditions, faiths and ethnicities are represented to ensure pupils are well prepared to take their place in modern Britain. Good plans are already in place. Governance is good and governors come from a range of professional backgrounds. They hold the school to account for standards and are aware that the school

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development plan needs to be more sharply focused to help them monitor improvements. There are outstanding partnership arrangements with outside professionals who come into school. All speak very warmly of the welcome they receive, the exemplary manners of the children and how receptive staff are to take on new initiatives. All visitors report that the office staff are very welcoming and they are well received.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress towards the early learning goals in most areas of learning. They are developing good relationships with each other and with adults. The quality of teaching and subject knowledge supports children's good progress particularly in communication, language and literacy and their personal, social, and emotional development. The effective and consistent use of praise and encouragement helps children to develop positive self-esteem, and adults inform individual children of their good progress as they work. Arrangements to promote children's health and safety are robust, and all welfare requirements are well met which ensures that children feel safe and are happy in school.

Children's behaviour is exemplary. They are excited and motivated to learn and are confident to try new activities and speak in a large familiar group. They work together cooperatively during activities. For example, in one session linking sounds to letters, children worked with their partners sounding out ideas, agreeing 'words that start with a V', and coming up with interesting examples such as 'volcano', 'violet' and 'vulture'. Children are challenged through exciting, interesting and fast moving activities. Children

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with special educational needs and/or disabilities and more able children have their individual learning needs met through effective planning and differentiated activities. The effective use of observations informs planning and the next steps in individual children's learning. Children's starting points are assessed in partnership with parents and carers. Ongoing assessment charts individual progress throughout the year and shows that children's progress is good with some children making rapid progress within a few months of joining the class.

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

The school engages with parents very well. All speak very highly of the headteacher, how their views are taken into account and how freely and readily they can approach the school with concerns.

Questionnaires were received from 51 parents, who were overwhelmingly supportive of the school. The two statements with which some parents disagreed were: The school helps me support my child's learning (5 parents), and My child is making enough progress in school (4 parents). Inspectors investigated both of these issues and agree with parents that some pupils could make better progress. Regarding the first issue, the school makes considerable efforts to inform parents how they can support their child. For example parents are informed in advance of the topics to be covered in every class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tanworth-in-Arden Cof E Primary 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 51 completed questionnaires by the end of the on-site inspection. Some parents recorded blank responses, so the numbers do not round. In total, there are 222 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	59	20	39	0	0	1	2
The school keeps my child safe	36	71	14	27	0	0	0	0
The school informs me about my child's progress	21	41	27	53	2	4	0	0
My child is making enough progress at this school	27	53	18	35	4	8	1	2
The teaching is good at this school	31	61	17	33	2	4	0	0
The school helps me to support my child's learning	27	53	17	33	5	10	0	0
The school helps my child to have a healthy lifestyle	27	53	24	47	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)	23	45	20	39	1	2	0	0
The school meets my child's particular needs	27	53	20	39	2	4	1	2
The school deals effectively with unacceptable behaviour	20	39	23	45	2	4	1	2
The school takes account of my suggestions and concerns	23	45	23	45	1	2	1	2
The school is led and managed effectively	35	69	13	25	0	0	1	2
Overall, I am happy with my child's experience at this school	35	69	14	27	1	2	1	2

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.



Early Years Foundation Stage this term refers to children in the Reception class. Children do not follow the national curriculum but have their own curriculum with a stronger focus on play.

3 December 2009

Dear Pupils

Inspection of Tanworth-in Arden CofE Primary school, Tanworth-in-Arden B94 5AJ

Thank you for the warm welcome you gave the inspection team when we visited your school in December. We enjoyed talking to you, looking at your work and watching you learn. I thought you would like to know what the inspectors thought about your school and how it could improve even more.

I think you go to a good school, although some of you could make more progress in lessons. You were all very polite and proud of your school. Your behaviour in and around school was outstanding. Well done! I think you have lots of opportunities to get involved in village life and I think it is good that you take part in so many community activities like the produce fair, the litter picking, and work with the church. You enjoy the leadership responsibilities you have such as house captains, playground friends and members of the school council. These opportunities are helping you to become even more confident and proud of your achievements.

Your teachers and all the adults in the school care about you and want you to do well. They work very hard to prepare interesting lessons and take you on lots of trips. A lot of you choose to play a musical instrument and take part in sport and I hope these activities will stay with you for the rest of your life.

Your headteacher is very good, and lots of people have told me how much he does for you in and out of school. In order to make the school even better, I have suggested to the headteacher that he and the senior staff do the following things:

- to help you make quicker progress in lessons, teachers need to check your understanding of the work more often
- make sure that the plans the school writes to improve your work have clear targets
- make sure teachers who are in charge of certain subjects have the chance to work alongside other teachers.

Yours sincerely

Clive Kempton

Her Majesty's Inspector of Schools

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