



Tysoe CofE Primary School

Inspection Report

Unique Reference Number 125649
LEA Warwickshire
Inspection number 281974
Inspection dates 10 October 2005 to 11 October 2005
Reporting inspector Alison Grainger RISP

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

Type of school	Primary	School address	Tysoe
School category	Voluntary controlled		Warwick
Age range of pupils	4 to 11		Warwickshire CV35 0SH
Gender of pupils	Mixed	Telephone number	01295 680 244
Number on roll	185	Fax number	01295 680 244
Appropriate authority	The governing body	Chair of governors	Mr P Sewell
Date of previous inspection	8 November 1999	Headteacher	Mr David Taylor

Age group	Inspection dates	Inspection number
4 to 11	10 October 2005 - 11 October 2005	281974

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school draws its pupils not only from the village of Tysoe but also from further afield, including isolated hamlets and the market town of Shipston-on-Stour. Almost all pupils are of White British heritage and no pupil has English as an additional language. The percentage of pupils with learning difficulties is below the national average, as is the proportion of pupils known to be eligible for free school meals. Children normally start school with skills at the level expected for their age. Many have good skills in speaking and listening and are socially confident.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. The school's view and the inspectors' view of its overall effectiveness are the same, and match the views of the pupils and parents. A high priority is given to pupils' personal as well as their academic development. As a result, pupils enjoy school and flourish in an environment in which each one of them is valued.

By the end of Year 6, standards are significantly above the national average in English and mathematics, and a little above it in science. Pupils make good progress overall as a result of good quality provision, particularly teaching, from entry to the Reception Year to the end of Year 6. However, progress is not as good in Year 3 as in other years. Pupils do well in reading, speaking and listening but their progress in writing is not as good as in the other aspects of English. Fewer boys than girls reach the higher levels at the end of Year 6 in English, mathematics and science.

The school is well led and managed. The headteacher, staff and governors work well as a team. The school's evaluation of its effectiveness is good and it has already recognised and started to work on the main areas in which improvement is required. It knows that to raise standards further it needs to sharpen the use of data to track pupils' progress and set individual targets, and also to highlight areas of provision requiring development. The school has improved well since its last inspection and, given this track record, is well placed to develop further.

What the school should do to improve further

- Improve pupils' progress in writing, in Year 3, and among more capable boys.
- Improve the use of data to track pupils' progress, to provide them with targets and to highlight features of the school requiring development.

Achievement and standards

Grade: 2

All groups of pupils, including those with learning difficulties, make good progress overall from the start of the Reception Year to the end of Year 6. Pupils' results in the national tests at the end of Year 2 in 2005 show that they made good progress from entry to the Reception Year to the end of Year 2 in reading and writing, and satisfactory progress in mathematics.

Recent results at the end of Year 6 have been significantly above the national average in English and mathematics and a little above it in science. These results represent good progress from where the pupils started in Year 3. Pupils do very well in reading, and their speaking and listening skills develop effectively. However, the gains made in writing, particularly by the more capable pupils, are not as good as in the other aspects of English in Years 3 to 6.

There is some evidence of girls moving on at a better rate than boys. In 2004, for example, the results showed that the 'average' girls made particularly good progress. More girls than boys reach the higher levels for their age at the end of Year 6. Although pupils' progress is good overall, with suitably challenging targets met, the rate of progress is slower in Year 3 than in other years.

Grade: 2

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school and this is reflected in their good attitudes, behaviour, attendance and punctuality. They particularly enjoy the many opportunities they have to experiment, investigate and work practically.

Pupils' independence, initiative and skills in working together in teams develop well. In Year 6, for example, they enthusiastically take on the roles of newspaper editors and reporters as part of an English project. Pupils of all ages get on well together. Relationships between pupils and the adults in school are relaxed and friendly, with pupils confidently approaching adults and also showing them respect.

Pupils have a good awareness of the needs of others. Through reflecting on issues such as racial prejudice, they appreciate and understand the values and beliefs of people from backgrounds different from their own. Pupils make a good contribution to the school and wider community. Members of the school council show enterprise, such as in recruiting school cleaners. However, boys are not as well involved as girls in taking a lead through the school council.

Pupils adopt safe practices and move around the school sensibly. They understand the importance of a healthy diet and regular exercise. They successfully develop the skills necessary for future economic well-being.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Good teaching is the main reason why pupils achieve well. Lessons are well organised and teachers are clear about what they want pupils to learn. Expectations of the standards pupils are capable of attaining are appropriately high. Pupils are encouraged to develop responsibility for their learning, to contribute their opinions and to seek help if an activity is difficult.

Many activities are interesting and motivate pupils well, such as when the Year 5 class use computers to design their ideal classrooms. Teachers are now more confident than at the last inspection in using new technology to support learning and to challenge

pupils' thinking. Year 2 pupils, for instance, respond well to probing questions about photographs of seaside scenes displayed on the interactive whiteboard.

Teaching gets children off to a good start in the Reception Year and this is built on well as they move up through the school. In Year 3, however, the teaching does not push on the pupils' learning as well as in the other years. The use of time and the management of activities are not always sharp enough in Year 3, and activities are not always closely enough matched to the full range of pupils' needs.

Grade: 2

Curriculum and other activities

Grade: 2

Throughout the school, from the Reception Year to Year 6, pupils are provided with an interesting and stimulating range of learning activities both indoors and outside. The curriculum meets all external requirements, is enriched by a good range of visits to places of interest and visitors who talk to pupils, and supports pupils in making good progress.

The curriculum not only develops pupils' knowledge and understanding in the subjects and areas of learning, but it also contributes effectively to their personal development. A visit to the Severn Valley Railway, for example, developed skills in teamwork and solving problems as well as the pupils' historical knowledge and understanding.

Developing links between subjects help to make learning meaningful and provide additional opportunities for writing, an area in which the school is currently working to raise standards. Pupils in Year 4, for instance, develop their writing skills well as they imagine that they are villagers at the time of the Viking invasion.

Grade: 2

Care, guidance and support

Grade: 2

The school provides pupils with a safe and secure environment in which positive relationships and good pastoral care help them to grow as individuals. Pupils are confident that they have an adult to turn to should the need arise. Child protection procedures are good and the building is clean and hazard-free.

Pupils are encouraged to eat healthily and school meals contribute satisfactorily to this. Good opportunities are provided for regular exercise through physical education lessons and at play times. Improvements have taken place since the last inspection in the provision for Reception children's physical development.

Overall, pupils are given good feedback on the quality of their work and are told what they need to do to improve it. However, the procedures for setting pupils' individual targets are inconsistent. The school recognises the need to make better use of the data on pupils' progress in giving them guidance.

Grade: 2

Leadership and management

Grade: 2

Good leadership and management ensure that pupils have a good education and achieve well. High priority is given to the pupils' personal development as well as to ensuring that they make effective progress with their school work.

The headteacher provides a good example in his commitment to the school, and in the attention he gives to pupils' care and personal development. He also demonstrates care for the staff whilst having high expectations of each of them. The deputy provides strong support and works very well in partnership with the headteacher. She is working closely with him to sharpen the use of data to track and support pupils' progress and to identify areas of provision in which improvement is needed.

The contribution of other staff to the school's leadership and management has improved since the time of the last inspection. Staff who have middle management responsibilities are currently working with the headteacher and deputy to improve pupils' progress in Year 3. All staff work well together, maintaining a strong team spirit.

Governance is better than at the last inspection and is now good. Governors have achieved the right balance between supporting the staff and challenging them to do better. They are committed and have a secure understanding of the school's strengths and weaknesses.

The school's self-evaluation is effective, resulting in staff and governors sharing a common purpose. There is good involvement of parents and pupils in the process of school improvement. Given the school's track record of improvement, it is well placed to become even better.

Grade: 2

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Tysoe C of E Primary School Tysoe Warwick Warwickshire CV35 0SH

15 October 2005

Dear Pupils

Thank you for helping us when we visited your school. We enjoyed talking with you, watching your lessons and looking at the work in your books. We are pleased that you enjoy school and we think that you are getting on well. Your school is a good school that does a lot of things to help you.

These are the things that we are most pleased about.

How well you are learning and making progress.

Your good behaviour, attitudes, attendance and punctuality.

How well you are developing as confident individuals who are able to take responsibility and show initiative.

The good teaching and the interesting work that your teachers give you, including all the extra things such as the visits out of school.

The way that all the adults in the school look after you and make sure that you are safe.

The good way in which your headteacher, the rest of the staff and governors run the school.

There are also some things that your school could do to be even better.

You could do even better with your writing. We also think that the pupils in Year 3 could do better and we would like more boys to reach Level 5 at the end of Year 6. We have asked your teachers to help you to achieve this.

Your teachers could make better use of the information they have on how well you are getting on.

Thank you once again for your help.

Best wishes Alison Grainger On behalf of the OFSTED inspection team