Inspection of a school judged good for overall effectiveness before September 2024: Tividale Hall Primary School

Regent Road, Tividale, Oldbury, West Midlands B69 1TR

Inspection dates: 8 and 9 April 2025

Outcome

Tividale Hall Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school's motto of 'Our future starts here,' demonstrates the school's ambitions for its pupils. The school wants all pupils to achieve well. Most pupils are well-supported to achieve this expectation and leave prepared for the next stage of their education.

Pupils are happy and proud to attend this inclusive school. They demonstrate exemplary manners. Pupils behave well in lessons without distractions. The youngest children are taught what the expected behaviour is. This sets a firm foundation as they move through the school.

The well-being of pupils and their families is at the heart of the school's work. As a result, pupils say they feel safe at their school. They also understand the importance of staying safe online and following rules. Pupils know that there are many trusted adults they can turn to if they have a problem.

Pupils benefit from a wide range of opportunities to prepare them for life beyond their time at school. This includes the annual school elections for the 'junior leadership team'. Applying for roles and attending interviews to become 'friendship prefects', 'eco-warriors' and members of the junior well-being team are hugely popular.

What does the school do well and what does it need to do better?

The school's curriculum clearly sequences important knowledge. This means that staff know how learning builds over time. It also enables staff to identify the most important information they want pupils to know and remember. Staff benefit from training that helps them develop secure subject knowledge. This enables them to present information clearly to pupils.

Staff revisit prior learning routinely. This enables pupils to recap what they know and can do. It also enables staff to check pupils are ready for new learning. The school has developed a new approach to check for pupils' misconceptions. However, there is some variability in how well this is used. Some staff do not use assessment within some lessons to move pupils on in their learning or check for understanding. As a result, some pupils miss chances to begin new work and deepen their learning.

The school has responded rapidly to the increasing proportion of pupils in the school who have special educational needs and/or disabilities (SEND). They identify the emerging needs of these pupils. This helps staff adapt teaching materials so that pupils with SEND can learn the same knowledge as their peers. Teachers adapt teaching materials so that pupils with SEND can learn the same knowledge as their peers.

Children in the early years benefit from a particularly effective start to their learning. The school uses the learning environment to provide an abundance of opportunities to develop children's social, emotional and academic knowledge and skills. Staff develop children's language through their skilful interactions within focused learning and play activities. This means that most children are ready for the next stage in their learning.

Early reading is a priority at this school. Pupils encounter a love of reading from an early age and build their fluency through a well-organised approach to teaching phonics. The school's systematic approach means that most pupils learn the sounds they need to be able to blend words and develop their reading skills. Where this is not the case, pupils receive additional support to help them become more confident, fluent readers.

Pupils enjoy the chance to learn. They say lessons are fun. The school prioritises improving pupils' attendance. It works with parents and carers of pupils who do not attend as often as they should. This is leading to improved attendance for some pupils.

Pupils' character development is a focus throughout their time in school. Pupils talk knowledgeably about their school values and why kindness and perseverance are important. They understand that everyone is different and demonstrate tolerance and respect for others. A range of visitors help pupils to learn how to stay safe. Visits to castles, museums and the beach enrich their learning beyond the classroom. Residential trips and a 'new challenge week' provide chances to try new experiences such as camping and learning to skateboard.

The governors benefit from school leaders' reports about pupils' outcomes. Some are less familiar with some of the other areas of the school's decisions around teaching the curriculum. This means they are less secure in supporting the school to provide a high-quality education for its pupils. Staff enjoy working at the school. They value leaders' efforts to balance their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variability in how well staff check understanding during lessons. When this happens, some pupils are not moved on when they are ready. This slows learning and limits chances to deepen understanding. The school should ensure that all staff become expert at responding within lessons so that all pupils can access learning to further deepen their knowledge and understanding over time.
- Some governors do not have a precise enough understanding of the actions that school leaders are taking to improve how effectively pupils learn and achieve. This means they do not check how successfully this is being implemented and the difference it is making. Governors should strengthen their understanding of curriculum development and delivery so that they can all better support and challenge school leaders.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103960
Local authority	Sandwell
Inspection number	10378207
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair of governing body	David Lloyd
Headteacher	Geri Pugliese
Website	www.tividalehall.sandwell.sch.uk
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school uses one alternative registered provision.
- The school runs a before- and after-school club.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, two of the assistant headteachers, a member of the school's well-being team and the school business manager.
- The inspector also met with the chair of governors and other members of the governing body. She also met the local authority school advisor.

- The inspector visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector examined a range of school documentation.
- The inspector took account of responses to the online survey, Ofsted Parent View, including parents' free-text responses. She also considered responses to Ofsted's online staff and pupil surveys. The inspector spoke to a range of staff and pupils to gather their views of the school.

Inspection team

Donna O'Toole, lead inspector	Ofsted Inspector

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