

Tyldesley Primary School

Inspection report

Unique Reference Number	106419
Local Authority	Wigan
Inspection number	336669
Inspection dates	24–25 November 2010
Reporting inspector	Colin Smith

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Alderman Brian Wilson
Headteacher	Mrs Yvonne Brown
Date of previous school inspection	6 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, involving 10 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at pupils' books; the school's assessments, planning and policies, including safeguarding; and examined 118 parents' and carers' questionnaires and questionnaires completed by pupils.

- The impact of teaching on pupils' learning and progress, particularly in writing.
- The provision made for pupils with special educational needs and/or disabilities and its impact on their progress.
- The extent to which pupils' understanding of cultural diversity is developed.
- Leaders' success in identifying and remedying areas for improvement in the drive to raise achievement.
- Children's attainment on entering school and their progress through the Early Years Foundation Stage.

Information about the school

The school is larger than average in size for a school of this type. Building extensions are planned to meet increasing pupil numbers. The proportions of pupils known to be eligible for free school meals and with special educational needs and/or disabilities are below average, although the school serves a typically mixed community. The overwhelming majority of pupils is of White British heritage. Early Years Foundation Stage provision is made for children aged three to five years in the Nursery and two Reception classes. The school has gained the Activemark, and has a Global School Partnership and Healthy School status. Childcare, involving a breakfast and after school club, is privately-organised and subject to a separate inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

Tyldesley is an outstanding primary school. It provides exemplary care, guidance and support, which significantly influences pupils' welfare, learning and development. Pupils' spiritual, moral, social and cultural development is outstanding. Behaviour is exemplary and pupils develop an extremely good understanding of how to keep safe and healthy. They make an excellent contribution to the school by taking initiative and acting responsibly. The vast majority of parents are highly appreciative of all that the school provides. Pupils' enjoyment of school is evident in their excellent attendance and happy faces.

Pupils' learning and progress are outstanding. Children enter school with attainment that is typical for their age. By the end of Year 6, attainment is exceptionally high in English, mathematics and science. Children get off to a good start in the Nursery and Reception classes. They make good progress overall, although their progress in personal, creative and physical development and knowledge and understanding of the world is not as rapid as in language, literacy and mathematics. This is partly because the balance of activities provided leans more strongly towards those led by adults than those initiated by children.

Teaching across the school is of high quality. Lessons are stimulating and engaging. Teachers use assessment extremely well to provide activities that are very closely matched to pupils' different learning needs. These factors ensure that all pupils experience success in learning, including those with special educational needs and/or disabilities. A good curriculum enables pupils to build securely on their earlier learning and develops their interests and talents successfully.

Several aspects of leadership and management are outstanding, not least the drive, energy and vision demonstrated by the headteacher and senior leaders. Exemplary partnerships with parents, carers and outside agencies are instrumental in breaking down barriers to learning and the establishment of excellent safeguarding procedures. The school is highly inclusive and diligent in promoting equal opportunities to ensure that all pupils learn as well as they can. Following a good previous inspection report, the school has blossomed. Advancements in the quality of teaching, pupils' progress and attainment have resulted from leaders' accurate and critical self-evaluation. In its pursuit of excellence, the school has demonstrated an outstanding capacity to improve.

What does the school need to do to improve further?

- By September 2011, raise the overall effectiveness of the Early Years Foundation Stage from good to outstanding by:

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- – raising children's achievement in creative, physical and personal development and in knowledge and understanding of the world to match their high attainment in the language, literacy and mathematical areas of learning
- – providing more opportunities for children to select their own activities to enable them to learn for themselves.

Outcomes for individuals and groups of pupils

1

Pupils' achievement and enjoyment in learning are outstanding. Pupils are highly-motivated learners. They listen attentively and answer questions enthusiastically. During group activities, they work with extremely good application, even without direct supervision. These factors play a crucial part in pupils' success in learning and their exceptional progress over time, particularly in reading, mathematics and science, where attainment is high by the end of Key Stage 1 and extremely high by the end of Key Stage 2. In the past, progress in writing was slower, but teachers have responded with determination, providing pupils with clear targets for improvement and making writing more meaningful and enjoyable, for example through the use of drama. As a result, pupils' progress in writing has accelerated and their attainment has surged. Pupils have become talented writers, eager to use powerful language that engages the reader's attention, for example in using similes and metaphors to enhance their poems and biographical accounts. Pupils with special educational needs and/or disabilities benefit from good support from teaching assistants who break down their learning into small, manageable steps, which nurtures their confidence and enables them to make good progress.

Pupils feel extremely safe in school. Bullying is almost non-existent, behaviour is excellent and trusted adults are on hand to dispel any anxieties. Pupils' heightened awareness of the importance of diet, exercise and the dangers of smoking, alcohol and drugs are at the heart of their adoption of healthy lifestyles. The school is an extremely harmonious community in which pupils develop a very strong voice and are able to exert a significant influence upon the life of the school. Highly rewarding opportunities for pupils to work together, make informed decisions, develop insights into citizenship and explore the richness of other cultures, have a significant impact on their excellent spiritual, moral, social and cultural awareness. Pupils' high level of competency in literacy and numeracy, their confident use of information and communication technology (ICT) and rich opportunities to develop enterprise skills, provides an excellent foundation for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Exemplary teaching and use of assessment to support pupils' learning are the key factors that fuel pupils' excellent progress. Teaching is never less than good, and frequently outstanding, including the contribution made by higher-level teaching assistants. Comprehensive assessment procedures have been established. The information is analysed carefully and used skillfully by teachers to provide activities that are particularly well-matched to pupils' different learning needs. Any signs of faltering progress are quickly spotted and additional catch-up classes provided to put pupils back on track.

Teachers' high expectations and deep subject knowledge gives rise to some exhilarating teaching, for example in inspiring pupils to work out the plot in a story or solve challenging scientific problems such as separating mixtures. Stimulating methods used by teachers, involving interactive whiteboards, mathematical problem-solving, talk partners and ICT, prove highly successful in engaging pupils' interests and are particularly successful in supporting the understanding of pupils who find learning difficult. Probing questioning and constructive marking of pupils' work ensure that teachers develop clear insights into pupils' learning and understanding, which informs their planning and helps them to set challenging and realistic targets.

The curriculum is balanced, carefully-structured and includes many rich, first-hand experiences, such as investigating artifacts. Pupils have good opportunities to practise and improve their literacy, numeracy and ICT skills in other subjects, for example to produce

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an African information booklet. The curriculum is particularly well enriched by a wide range of after-school activities, visitors and visits, for example to the Space Museum, where pupils can stand inside a rocket. The curriculum is carefully adapted to meet the learning requirements of pupils with special needs and/or disabilities and to nurture and develop pupils' gifts and talents. School leaders are rightly reshaping the curriculum to link pupils' learning more directly to their background experiences and the local and wider environment.

Pastoral support is of very high quality. Induction procedures and arrangements for pupils to move from class to class, and to secondary school, are particularly effective in making pupils feel valued and secure. Sensitive and caring support is provided for the most vulnerable pupils and the school's strong links with health and education professionals ensures that many potential barriers to learning are overcome. Regular assessment, carefully-constructed education plans and frequent reviews of progress ensure that the needs of pupils with special needs, and/or disabilities are well understood and fully met. Sensitively administered procedures ensure that both behaviour and attendance are excellent.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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 school benefits from the headteacher's ambitious, dedicated and supportive leadership. School personnel share a collective vision and work together in harmony towards common goals, marked by challenging targets and clear policies. Senior leaders play a vital part by checking assessments, teachers' planning and pupils' work assiduously, and by taking full account of the views of pupils and parents. The information gathered forms the basis of sharply-focused improvement plans with clear criteria for success. This rigorous approach has prompted significant improvements in pupils' writing, mathematical problem-solving skills and has increased their greater competency in ICT. Lesson observations with clear feedback, in-service training and setting improvement targets have been instrumental in moving satisfactory teaching to good and good teaching to outstanding.

The governing body provides good support by fulfilling all statutory duties, sharing their personal expertise and helping to hold the school to account. The school's excellent engagement with parents, for example, through home-school diaries, and exemplary partnerships with outside agencies, for example, by piloting local authority projects, significantly enhance school provision. Comprehensive risk assessments and child-

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protection training, together with very effective opportunities for pupils to learn how to take care of themselves and one another, help to make safeguarding exemplary.

The school's promotion of community cohesion is good. The school has carefully analysed its role within the community, taking action to reach out, involve and support different minority groups and involve pupils in global projects overseas. Such activities enable the school to challenge stereotyping, avoid discrimination, and eliminate racism by developing pupils' understanding and respect for others. School leaders make effective use of data to close any gaps in performance between different groups of pupils. These measures have significantly improved pupils' attainment and progress in writing. The school uses its resources wisely and deploys staff effectively to ensure that it provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. Behaviour is exemplary. Children feel very safe and fully understand the importance of hygiene and exercise. Progress is particularly good in literacy and mathematics. These adult-led activities, aimed to develop children's early reading, writing and number skills, are often of outstanding quality. Consequently, children's learning in literacy and numeracy accelerates and, by the end of Reception, attainment is well above average.

Good provision is made for children in Nursery and Reception through a wide range of stimulating activities, indoors and outside, such as finding buried treasure in the sand, rolling marbles covered in paint, to create patterns and using computers to investigate numbers and shapes. During these activities, adults intervene effectively to develop children's understanding and extend their spoken language, observing their responses and using the information to provide the next learning steps. Despite the good provision, the

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limited time available for children to engage in self-chosen activities restricts their progress in creative, physical and personal development and their knowledge and understanding of the world. Although attainment in most of these areas is above average, progress and attainment are much stronger in literacy and numeracy.

The Early Years Foundation Stage unit is being redeveloped and new staff appointed, to cater for more children. This transition is benefiting from outstanding leadership and management. The impact is already noticeable in the excellent monitoring of children's progress, rigorous self-evaluation, exemplary provision for children's welfare and involvement of parents and carers.

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	1

Views of parents and carers

The number of questionnaires returned signified a good response. The overwhelming majority of parents and carers are highly satisfied with most aspects of the school's work, including teaching, pupils' behaviour and the quality of information provided, which helps them to support their children's education at home. The very large majority of parents and carers value the quality of school leadership, feel confident that their suggestions are welcomed and believe that their children make good progress. Inspection findings fully endorse parents' positive views. A very small number of parents expressed concern at the headteacher's absence whilst supporting another school. The governing body fully approves the local authority's request for the headteacher's services and regards the situation as a good opportunity to develop the management skills of other key leaders by taking over the running of the school for short periods.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tyldesley 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	76	27	23	0	0	1	1
The school keeps my child safe	91	77	27	23	0	0	0	0
My school informs me about my child's progress	66	56	50	42	2	2	0	0
My child is making enough progress at this school	71	60	43	36	4	3	0	0
The teaching is good at this school	75	64	40	34	1	1	0	0
The school helps me to support my child's learning	66	56	50	42	2	2	0	0
The school helps my child to have a healthy lifestyle	68	58	46	39	2	2	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)	59	50	45	38	2	2	0	0
The school meets my child's particular needs	67	57	48	41	1	1	0	0
The school deals effectively with unacceptable behaviour	64	54	43	36	2	2	0	0
The school takes account of my suggestions and concerns	52	44	53	45	2	2	2	2
The school is led and managed effectively	60	51	44	37	4	3	3	3
Overall, I am happy with my child's experience at this school	74	63	41	35	2	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



26 November 2010

Dear Pupils

Inspection of Tyldesley Primary School, Manchester, M29 7PY

Thank you for making the inspection team so welcome and answering our questions so politely.

Tyldesley Primary is an outstanding school and you are right to be very proud of it. Teaching is outstanding. The curriculum is good and interesting. This helps you to enjoy learning and make excellent progress. Your attainment by the end of Year 6 is exceptionally high in English, mathematics and science.

Your school is extremely caring and you are exceptionally well looked after. You repay your teachers with your excellent behaviour and extremely good attendance. Those of you who need extra help are well supported by teachers and assistants. Teachers have provided targets for you to aim for in writing, which has greatly improved your progress.

Your understanding of how to lead safe and healthy lifestyles is excellent as is the way you carry out your special jobs and responsibilities. Teachers and your parents deserve credit for supporting you so well in all of these areas.

Your headteacher and senior staff provide excellent leadership, constantly checking your learning and finding new ways to make the school even better.

I have asked your headteacher and staff to make every part of the school outstanding by making sure that Nursery and Reception children have lots of opportunities to choose their own activities so that they can learn for more themselves.

Yours sincerely,

Mr Colin Smith

Lead Inspector

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