

Tattenhall Park Primary School

Chester Road, Tattenhall, Chester, CH3 9AH

Inspection dates 20–21 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. They make excellent progress across the school, often exceeding the rate of progress expected nationally for primary age pupils.
- Attainment is high. It has been significantly above average for the past seven years.
- Outstanding teaching is enabling pupils to approach new learning with assurance, building continuously on their skills, year by year, as they move up through the school.
- Expectations are high. Teachers match learning activities very accurately to pupils' learning needs, with a well-judged balance between challenge and support for all pupils across the ability range. This contributes strongly to pupils' high achievement.
- Pupils' behaviour is exemplary, both in lessons and around the school. They feel extremely safe in school; this means that they are happy and secure, ready and able to learn and progress successfully. They contribute in many ways to the smooth running of the school, including acting as monitors or as influential school councillors.
- The headteacher is an exceptionally effective leader. She is strongly supported by a talented leadership team, by an extremely knowledgeable and highly-involved governing body and by staff at every level in the school.

Information about this inspection

- The inspectors observed 11 lessons, including a joint observation with the headteacher. They also made a number of short visits to lessons. They listened to pupils read in Years 1, 2 and 6 and they observed the teaching of letters and sounds in the Reception class.
- They held meetings with six members of the governing body, with the headteacher, with staff members, with a group of pupils and with a representative of the local education authority.
- They reviewed information from 26 responses to the online parent questionnaire (Parent View) and they also met with a group of parents to hear their views about the school.
- They took into account the views that staff expressed in the questionnaire they completed.
- They observed the school's work and looked at a number of documents, including the school development plan, documents relating to safeguarding, behaviour and attendance records and the school's own data on pupils' current progress.
- Inspectors also considered the school's previous inspection report.

Inspection team

Diane Auton, Lead inspector

Additional Inspector

Sheila Iwaskow

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools.
- Most pupils are White British. The proportion of pupils from minority ethnic groups who attend the school is lower than average and only a very small number of pupils speak English as an additional language.
- No pupils are currently supported at school action or by a statement of special educational needs; the proportion supported at school action plus is smaller than that found in most primary schools.
- The proportion of pupils known to be eligible for pupil premium funding is considerably smaller than the national average.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.
- A new Nursery class opened at the school at the start of the current term. Child care for pre-school children was provided on site by a voluntary charitable trust up to the end of the summer term 2012; this provision has now closed.
- A breakfast club and an after-school club are provided on site by an independent company. These provisions are subject to separate inspection by Ofsted and reports are available on the Ofsted website.

What does the school need to do to improve further?

- Provide an improved range of resources to support all areas of the children's learning in the newly-established Nursery class.

Inspection judgements

The achievement of pupils **is outstanding**

- Most children's skills are at the expected level for their age when they join the school. Children in the Early Years Foundation Stage quickly become confident learners; they make excellent progress, with most making the transition into Key Stage 1 with skills levels that are above age-related expectations.
- From these very good starting points, pupils continue to make excellent progress throughout Key Stages 1 and 2. The brisk rate of their progress is consistent across all of the year groups and all subjects.
- In the last two years, every pupil in Year 2 and Year 6 has reached nationally expected attainment levels in statutory assessment in reading, writing and mathematics at the end of the key stage. The proportion reaching the higher levels was very high in both Key Stages 1 and 2.
- Pupils' reading skills are developing extremely well. Systematic teaching of letters and sounds in the Early Years Foundation Stage and Key Stage 1 are giving pupils the tools they need to take their learning forward. Parents often play an important role in fostering a love of books and in regularly hearing their children read at home; those who met with an inspector said they feel their contribution is well supported and is appreciated by the school. Attainment in reading is high in Year 2 and is very high by the time pupils leave the school in Year 6.
- Pupils who are disabled or who have special educational needs achieve extremely well in relation to their abilities and starting points, as a result of early identification of need and the excellent provision made for them in the school.
- The very small number of pupils who speak English as an additional language settle into school quickly and make rapid progress in all the areas of learning.
- The small number of pupils known to be eligible for the pupil premium funding achieve extremely well, in line with their peers.
- Pupils work hard in lessons to meet the many challenges that are set for them, showing interest and enjoyment. They work together very well, with a partner or in a group, with pupils of all ages showing good listening skills and the ability and willingness to discuss ideas seriously and productively. They take a pride in their work and are careful to present it well.
- Most parents' responses and comments indicate that they are very pleased with their children's achievement in school.

The quality of teaching **is outstanding**

- The quality of teaching has improved from good to outstanding since the school's previous inspection.
- Typical features of the outstanding teaching seen in this inspection were:
 - very well-planned lessons with a brisk pace of learning
 - purposeful learning, with pupils given a clear understanding of what is expected of them in the lesson and with links to prior learning and the next steps made explicit for them
 - activities with high levels of challenge incorporated, reflecting teachers' high expectations of what pupils can achieve
 - effective teamwork between teachers and well-trained teaching assistants, ensuring that learners of all abilities, including those with special educational needs, are supported appropriately and enabled to achieve their objectives.
- Pupils' writing skills are promoted extremely well and the school has developed a systematic approach to enabling pupils to approach writing tasks confidently. In Year 3, for example, pupils were learning that, in order to develop an imaginative story about a visual image, in this case a picture of a child on a deserted beach, they would first of all need to ask pertinent questions about what might be happening. Pupils became totally absorbed in this lesson.

Through a series of short, timed activities with a partner, they developed their questions well, went on to try to find answers to each other's queries and then successfully built up their own well-structured narratives to explain what the image was about.

- Pupils who have special educational needs are identified promptly, with support provided at an early stage; in several cases, this has enabled pupils who may be struggling to gain confidence and 'catch up' with their peers. The school provides a wide range of strategies to support pupils at school action plus and their success is reflected in consistently positive outcomes for that group of pupils.
- Excellent teaching and a vibrant curriculum in the Early Years Foundation Stage contribute very well to the excellent start children make. There has not been sufficient time to provide more than a basic level of resources in the new Nursery class and the school is aware that this is a matter for urgent attention.
- Parents indicate that most are very happy with the quality of teaching their children receive.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary. This is reinforced by warm and trusting relationships between pupils and staff. There is a strong and explicit emphasis on teamwork in the school and pupils respond to this very positively.
- All of the responses received from parents underlined their confidence in the care the school provides and pupils agree that they feel happy and safe in school. In a well-attended meeting of parents with an inspector, a parent described Tattenhall Park as a 'village, family school in the heart of the community' and everyone present agreed heartily.
- Discussions with pupils showed they understand about different types of bullying. They said that, although squabbles may sometimes arise, there is no bullying in school and that, if it were to occur, staff would deal with it immediately.
- Pupils play an active role in ensuring a happy, well-organised school. Year 6 buddies help pupils in Year 1 to settle into Key Stage 1. Year 4 buddies look out for pupils in Year 3. Older pupils act as road safety officers, promoting a 'walk to school' campaign.
- Attendance is consistently well above the national average and punctuality is excellent.
- Parents' responses showed that they feel communications between home and school are very good, including the school website, which is currently being up-dated and improved. Pupils have a daily diary, where teachers respond to parents' comments and queries and parents say that issues they raise are followed up promptly.

The leadership and management are outstanding

- Since the school's previous inspection, the headteacher has continued to lead the school from strength to strength.
- Very constructive monitoring and an effective programme of professional development have helped to raise the overall quality of teaching from good to outstanding.
- Strategic planning is extremely effective. The school development plan is exceptionally well-crafted, with a clear focus on sustaining high achievement. The school's self-evaluation is rigorous and accurate.
- Senior staff and subject leaders contribute strongly to driving innovations forward successfully and to checking the quality and impact of teaching and the curriculum.
- Pupils' progress is assessed and tracked carefully across the year. Any underachievement is identified quickly and measures taken to provide any additional support that may be needed. Staff and leaders are ambitious for each pupil to do as well as possible. At progress reviews each term, individual targets are checked to ensure they represent the correct level of challenge for every pupil.

■ The school's creative curriculum brings subjects together in topics that pupils say are 'interesting and fun'. It contributes extremely well to their spiritual, moral, social and cultural development. The curriculum is very well enriched by a wide range of after-school activities and by opportunities for pupils to learn a modern foreign language and to develop sporting, artistic and musical skills. Visits, including residential trips, and specialist visitors to school add further enhancement.

■ The local authority rightly provides light touch support for this outstanding school.

■ **The governance of the school**

- The governing body challenges and supports the school extremely well. Governors have a detailed knowledge and overview of pupils' achievement and the quality of teaching and learning in school. Because of this, they are able to play an active role in monitoring the quality of the school's work.
- Governors contribute strongly and effectively to performance management, ensuring that all staff are held to account for pupils' progress.
- Governors carry out their statutory duties effectively. They ensure that procedures for safeguarding pupils are well managed and reviewed regularly. They ensure the effective promotion of equal opportunities and that discrimination is not tolerated in school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111108
Local authority	Cheshire West
Inspection number	403137

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	182
Appropriate authority	The governing body
Chair	Patricia Black
Headteacher	Laura Noble
Date of previous school inspection	15 April 2008
Telephone number	01244 981260
Fax number	Not applicable
Email address	admin@tattenhallpark.cheshire.sch.uk

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