

Tintwistle CofE (Aided) Primary School

South Close, Tintwistle, Glossop, SK13 1LY

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through school and standards in reading, writing and mathematics are above average at the end of Year 6.
- Teaching is good. Lessons are well organised and pupils have many opportunities to work together. As a result they are able to work well independently.
- Behaviour in school is good. Almost all pupils are polite and courteous to others. They play well together and they say they feel safe in school.
- The school is well led and managed. The headteacher and governing body know the school well and have brought about significant improvements since the last inspection.
- Pupils who are disabled or who have special educational needs are supported well and as a result make good progress.

It is not yet an outstanding school because

- Arrangements for the teaching of the new literacy programme are not as effective as they could be as some teachers are not yet familiar enough with it and lack confidence, so that progress in some groups is not as rapid as in others.
- Pupils know how well they are doing but marking in books does not always help them to understand how to make the next steps, and they are often not given opportunities to respond to advice.
- In the Early Years Foundation Stage activities that children choose themselves are not as well supported as they could be.

Information about this inspection

- The inspector observed eight lessons taught by five teachers. Two lessons were jointly observed with the headteacher. She also observed teaching in three other small group sessions.
- Meetings were held with senior teachers, two members of the governing body, a representative of the local authority and a group of pupils.
- The inspector looked at a range of documents, including pupils' progress information, samples of pupils' work, records of the headteacher's monitoring of teaching, local authority evaluations of the school, the school development plan, governing body minutes, and documents relating to safeguarding.
- The inspector heard pupils read and talked with them in lessons about their enjoyment of reading.
- She took account of 28 responses to the online questionnaire (Parent View), governing body surveys of parents' views and talked informally to parents as they brought their children to school.
- Six responses to the staff questionnaire were also taken into account.

Inspection team

Christine Merrick, Lead inspector

Additional Inspector

Full report

Information about this school

- Tintwistle is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils supported at school action is above the national average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The proportion of pupils who are supported by the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has three mixed age classes and an Early Years Foundation Stage class. The Early Years Foundation Stage class shares a unit with the Jack-in-a-Box pre-school provision which is not managed by the governing body and which is inspected separately.

What does the school need to do to improve further?

- Ensure that children meet or exceed age related expectations at the end of Reception by:
 - ensuring that there is good quality adult support and interaction for children when they are engaged in self-chosen play-based activities so that they are made to think harder.
- Improve teaching by:
 - providing training and support so that all members of staff have the skills, knowledge and confidence to teach the literacy programme effectively
 - ensuring that feedback to pupils is clear as to how they can make the improvements needed to move to the next level and accompanied by opportunities to respond to the advice given
 - giving teachers with responsibility for key areas such as literacy opportunities to work alongside staff in order to further improve practice.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with attainment that is broadly in line with expectations for their age, except in literacy where they are below expectations. Pupils make good progress and at the end of Year 6 a large majority of pupils reach standards that are above the national average in mathematics and reading, with slightly fewer reaching this level in writing.
- Children in the Early Years Foundation Stage settle well because of the close partnership between school staff and the privately run pre-school that shares the unit. The staff from both groups collaborate well and they plan and reflect on learning together with the children. As a result there is great continuity and the children are happy and secure.
- The introduction of a new programme for literacy is already having an impact in those classes where teachers are most confident with it. Children in Reception are now able to recognise many letter/sound relationships such as 'igh' in 'flight'. Older pupils apply these skills well in their writing. They also use interesting and varied vocabulary and by the end of Year 6 they write confidently in a variety of different ways for different purposes.
- Pupils make good progress in reading. At the end of Year 2 standards are above average and in Year 6 pupils are fluent and capable readers. They are able to use a variety of skills to read with accuracy and expression. Almost all say they enjoy reading and are able to talk about their favourite kinds of books and authors.
- Attainment in mathematics is particularly high because lessons are interesting and pupils are very motivated, particularly in Key Stage 2. They enjoy problem solving and discussing how they have worked out their answers. As a result they learn to persevere when they have difficulties and understand that there are different ways to find an answer.
- Disabled pupils and those who have special educational needs achieve well. This is because they are monitored carefully, given appropriate help in class and external agencies are brought in to support them where necessary. This ensures that they are fully included, have equal access to the full range of learning opportunities offered in school, and progress at a similar rate to other pupils.
- The additional government funding (pupil premium) is spent on providing one-to-one support and additional staffing so that pupils work in smaller groups during literacy and numeracy lessons. This ensures that teachers are able to give pupils work closely matched to their needs and they make good progress and attain well as a result.

The quality of teaching is good

- A large majority of parents feel that teaching in the school is good. Inspection evidence shows that teaching has improved since the last inspection. Teachers know the pupils well and are responsive to each individual pupil so that relationships in the classroom are good. This makes the atmosphere positive, and results in pupils who are enthusiastic, motivated learners developing the ability to work independently and with others.
- Teaching in the Early Years Foundation Stage is much improved and now includes good processes for checking how well children are developing. Staff use a tablet computer to record observations and store photographs. Parents can also contribute to these assessments from

home. This means that partnerships with parents work well.

- Early Years Foundation Stage teachers focus on developing children's language and literacy skills. Children use puppets and props to re-enact and retell stories such as 'The Three Little Pigs'. Good use is made of the outside area where they enjoyed building a den to represent the house of one of the pigs. Sometimes activities are too adult-driven and adults do not involve themselves in children's freely chosen play activities as much as they should.
- Teachers give pupils many opportunities to work together, to cooperate and collaborate so that they develop the ability to listen to others, find ways of solving problems and develop good social skills. They are encouraged to develop their own ideas. For instance, in a Year 3/4 lesson on electricity, a pupil wondered whether adding additional batteries would make the buzzer louder and he was able to test this out and draw conclusions for himself.
- Pupils are given interesting activities such as investigating aboriginal art and creating dot-painted eggs in Key Stage 1. Mathematics classes include investigations, games and competitions that sustain their interest and keep them engaged in their learning. Pupils enjoy lessons such as these and make good progress as a result.
- Other adults working with the teachers offer good support to children who find learning hard or who have behaviour difficulties. They help pupils understand what is expected, offer praise and support in lessons and focused, individual work on a one-to-one or small group basis. The headteacher works hard to ensure that where pupils need specialist help, such as an educational psychologist or speech therapist, this is accessed through appropriate agencies.
- Staff have welcomed the new literacy programme and pupils are now organised into flexible teaching groups so that teaching is very focused. However, some staff lack confidence in implementing the programme because they have not had sufficient training and support so some groups make more rapid progress than others.
- Teachers use the school's marking policy consistently. Pupils have success criteria against which they can check their own work and teachers ensure that they know how well they are doing. Not all teachers give pupils explicit information about how to improve their work, nor do pupils always have the opportunity to consider and respond to any written advice.

The behaviour and safety of pupils are good

- When talking to pupils both in a group or informally, on the playground and in the lunch hall, they said that behaviour is usually good and that there are few disagreements. Parents who responded to the online questionnaire held different views about the behaviour of pupils in school. However, the majority felt behaviour is good. Inspectors agree with this as most pupils are very cooperative and show a good understanding of right and wrong.
- In assembly pupils sing enthusiastically. They are very attentive and respectful, reflecting their good spiritual and moral development. When walking around school the pupils are calm and sensible and in lessons they show good social skills, working well together in pairs and small groups. Records show that the few instances of difficult behaviour are followed up well and this was borne out by pupils who said that when children do misbehave it is dealt with quickly.
- Bullying is rare. Pupils show a good understanding of different types of bullying such as cyber-bullying and they know how to keep themselves safe. The majority of parents who responded to the online questionnaire felt that the school was a safe, secure place and those that were

spoken to informally as they arrived at school with their children confirmed this.

- Pupils say that they enjoy school. They are keen to take part in activities such as the cheerleaders club and contribute to local and national events supporting charities, such as Red Nose Day and Children in Need. They make suggestions for improvements that are then discussed at the school council and take responsibility for the environment through the ECO Club.
- Attendance is in line with national averages and improving. The school follows up absences and works closely with families where necessary.

The leadership and management are good

- The school is well led and managed with the headteacher and governing body working closely to develop and communicate high expectations and a commitment to constant improvement. Together they have sustained improvements whilst managing a number of recent staff changes.
- The headteacher and governing body have a clear and accurate understanding of the school's strengths and areas for development. This is validated by local authority evaluations. The school development plan is succinct and well-focused on areas for further improvement, with clear timescales for completion.
- The literacy coordinator and Early Years Foundation Stage coordinator, though relatively new to their posts, understand their areas well, know what they need to do and have already brought about improvements. However, teachers who have responsibility for subject areas do not often have the opportunity to work alongside other staff in their classrooms so that they can support change more effectively.
- The curriculum is broad and balanced and is enriched with visits such as the residential to Buxton. Pupils enjoy opportunities to play instruments and learn languages, whether familiar ones such as French or less familiar ones such as Tamil or Lithuanian, to support relationships with other children in school. They also learn about a range of other faiths and customs which contributes to their spiritual and cultural development.
- There are effective appraisal arrangements to review the progress of individual teachers and the headteacher. Areas for improvement are related to their responsibilities and to the priorities of the school. Governors ensure that there is a clear link between levels of experience, performance and pay.
- The local authority has provided the school with good support. The school appreciates this input, for instance in working with newly qualified teachers, and through the regular dialogue they have about progress and improvement.
- **The governance of the school:**
 - Governors make an outstanding contribution to the leadership and management of the school. They are knowledgeable, well organised and pro-active. They gather the views of parents and children and follow up on these, for instance when organising workshops about behaviour so that policies and procedures are better understood. They understand how and why resources such as the pupil premium are used. They monitor the work of the school very well. They are able to ask challenging questions about pupils' progress and know how different groups of pupils are doing. They are well trained and ensure that all safeguarding requirements are in place.

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	112923
Local authority	Derbyshire
Inspection number	401323

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

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	111
Appropriate authority	The governing body
Chair	Vicky Mullis
Headteacher	Jo Griffin
Date of previous school inspection	7 December 2009
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