

# Tyntesfield Primary School

Alma Road, Sale, Cheshire, M33 4HE

**Inspection dates** 28–29 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- The inspirational headteacher, well supported by leaders at all levels and by highly effective governors, secures the best for every pupil.
- The headteacher has built an outstanding team of teaching and support staff. The school has improved strongly and its overall effectiveness is now outstanding.
- Pupils consistently reach high standards by the end of Year 6 and make excellent progress because of the outstanding teaching they receive.
- The school demonstrates outstanding dedication to providing equal opportunities for all pupils. This is because all children, including the most able, those who are disabled or have special educational needs as well as those from different ethnic backgrounds, achieve highly.
- Teachers consistently promote high levels of challenge and encourage pupils to reflect regularly on how they can improve their skills.
- Middle leaders ensure that topics across different subjects are carefully planned to bring about outstanding progress in literacy and numeracy. Pupils are well prepared for the next stage of their education.
- Behaviour and safety are outstanding. The standards of care and support for learning are excellent, and pupils feel very safe at school.
- Pupils' overall spiritual, moral, social and cultural development is outstanding. They show respect for each other's beliefs and backgrounds. They work effectively in teams to solve problems.
- The woodland area is used exceptionally well to develop children's skills in the Early Years Foundation Stage. However, it is not used enough by other pupils to enhance their thinking skills across a range of subjects.

## Information about this inspection

- Inspectors made 21 visits to lessons, of which two were joint observations with the headteacher.
- Inspectors took account of 114 responses to the online questionnaire (Parent View). They also looked at responses to a parental questionnaire recently carried out by the school.
- Meetings were held with three groups of pupils and inspectors spoke to pupils at break and lunchtimes.
- Inspectors held discussions with four governors, including the Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils' books were checked by inspectors.

## Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
John Shutt	Additional Inspector
Clare Henderson	Additional Inspector

## Full report

### Information about this school

- Tyntesfield is much larger than the average-sized primary school.
- The proportion of pupils who are supported by the pupil premium is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is above average and from a range of different groups.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Further extend opportunities to enhance pupils' thinking skills across a range of subjects, through making the outdoor woodland areas available to all year groups.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Achievement is outstanding throughout the school. This is because of the school's outstanding commitment to ensuring equal success for all pupils. Regardless of their abilities, socio-economic or ethnic backgrounds, all pupils achieve highly from their starting points. They are well prepared for future stages of their education.
- For example, pupils from minority ethnic backgrounds make progress and attain standards in reading, writing and mathematics above similar groups nationally. They achieve as well as all pupils nationally and sometimes above all others in the school. This is also the case for the very small numbers of pupils supported by the pupil premium, including those known to be eligible for free school meals.
- The achievement of the most-able children is also outstanding, as it is consistently high in relation to that of others in the school and nationally. This is because the school ensures that the work they receive is consistently challenging. Pupils work very hard across a range of subjects.
- Disabled pupils and those with special educational needs make outstanding progress from their individual starting points and in relation to their specific needs. In spite of difficulties with some areas of learning, they sometimes reach national averages in attainment and well above national figures in terms of their progress. Parents are particularly impressed about the support and the high expectations for their children's achievement.
- Most children enter the school with knowledge and skills that are at least typically expected for their age. They make excellent progress through Nursery and Reception classes, owing to high-quality teaching and care. Pupils enter Year 1 with skills and abilities that are above those usually expected for their age.
- Pupils make outstanding progress through Years 1 and 2. By the end of Year 2, their attainment in reading, writing and mathematics is consistently above the national average. The high level of progress continues throughout Years 3 to 6 and across a range of subjects.
- The proportion of pupils who make expected and better than expected progress compares very favourably with national figures by the end of Year 6. All groups of pupils make excellent progress. By the end of year 6, attainment is also consistently high and improving.
- Progress in reading is outstanding. Readers at the early stages have an excellent awareness of the sounds that letters make. Results in the national reading tests in Year 1 are high. Older readers demonstrate excellent skills in understanding what they are reading. They read widely and take great pleasure in talking about the books they have read, including works by Shakespeare.
- Progress in writing is outstanding. High-level presentation and well-constructed sentences, including accurate use of spelling, grammar and punctuation, are a key strength in pupils' writing skills across the school. Due to inspirational teaching and a wide range of interesting topics, pupils' writing is often imaginative, lively and rich in language.
- Progress in mathematics is outstanding. Pupils display excellent problem-solving skills. They enjoy mathematics because teachers challenge them by asking probing questions and make activities fun while increasing the difficulty of the work.

### The quality of teaching

### is outstanding

- The quality of work in pupils' books, the monitoring of teaching by the school and the lessons seen by inspectors, confirm that teaching over time is outstanding. A key feature of all lessons is the thirst for knowledge that teachers foster in pupils. Pupils respond exceptionally well to challenge.
- Teachers are inspiring and enjoy excellent relationships with pupils. Teachers consistently provide opportunities for pupils to share ideas as well as reflect on their own and other pupils' learning in class.

- Throughout the school, pupils do not 'get stuck' in their work, but are encouraged to talk about 'wobbling'. This is because teachers encourage pupils to take risks, make mistakes and to positively learn from them. Teachers enable pupils to work at levels they are comfortable with, but then move them on quickly to higher levels.
- Teaching in the Early Years Foundation Stage is excellent. Activities are highly engaging, including the use of high-quality resources. All skills are developed well. For example, children were observed building a tower to meet height specifications to develop calculating and measuring skills.
- The school's woodland area is used very well to help to develop investigative and thinking skills as well as an appreciation of nature. However, it is mostly used for children in the Early Years Foundation Stage. Opportunities to further pupils' thinking skills through the use of such a good learning environment are not exploited enough by the rest of the school.
- Teachers' marking of pupils' work is systematic and regular across the school. There is a strong focus for pupils to check their own work as a result of guidance by teachers. However, pupils are also encouraged to check their own work through using guides such as 'success checklists' in lessons.
- Teaching assistants provide excellent individual support for pupils and promote outstanding learning in all groups of pupils with whom they work. This is because teaching assistants are well trained and know the needs of the children well. However, class teachers take full responsibility for the achievement of all pupils without an over-reliance on other adults outside or within classes.
- In a small teaching group in Year 1, a highly skilled teaching assistant was observed developing pupils' independent skills. A special ruler, which she had created with advice on how to write a good sentence, was used by pupils to check their own grammar, spellings and punctuation in a sentence. As a result, pupils were able to assess and improve the accuracy of their sentences for themselves.
- The teaching of literacy and mathematics in Years 5 and 6 is even more targeted at pupils' levels of learning. Owing to the constant adaptation of activities that are matched to the needs of individuals, pupils achieve very well.

### **The behaviour and safety of pupils are outstanding**

- Pupils very much enjoy coming to school and this is reflected in their attendance, which is above average and improving further. They feel safe in the stimulating environment into which they are warmly welcomed. All pupils are valued and cared for, no matter what their background is. One pupil stated that, 'You can be yourself here.'
- Pupils are reflective and thoughtful. They are self-reliant and confident in lessons. Pupils demonstrate excellent leadership skills through leading their own learning and by helping one another in lessons and around the school.
- All groups of pupils get on well together. They have a strong understanding of right and wrong behaviour. There have been no exclusions since the last inspection. Pupils say that behaviour is usually very good and that disruptions to learning due to poor behaviour are virtually absent.
- Pupils readily take on responsibilities and carry them out well. For example, inspectors observed prefects helping staff to supervise the entry of pupils into the hall to ensure that the atmosphere during lunchtime was orderly and respectful. Pupils were also observed reflecting in silent seriousness, on the needs of others, before tucking into their lunches. Their spiritual, moral, social and cultural development is outstanding.
- Although pupils understand what bullying is and the types of prejudices it may be based on, they state that bullying is unknown in the school. They say that they feel very safe and if they were worried about anything, they would go to any adult for help. Their understanding of safety, including internet safety, is very good.
- Pupils' dress and behaviour outside lessons is excellent. Sports specialists support pupils in play with a range of resources that pupils use sensibly and very much enjoy. Pupils are well

supervised.

## **The leadership and management** are outstanding

- The school's good overall performance has been improved upon since the school was previously inspected. The headteacher and deputy headteacher have developed a culture where all staff constantly strive for improvement. Pupils and parents are proud of their school. Teaching, achievement and the work of leaders in the school are now outstanding.
- The curriculum is outstanding because it is stimulating and allows pupils to explore issues independently. Middle leaders have linked subjects together exceptionally well. Excellent opportunities are provided for pupils to use and practise their reading, writing and mathematical skills in different contexts. However, the woodland area is not as well utilised as it might be to promote all pupils' learning.
- There are many extra clubs to enhance enjoyment of learning. The school is making highly effective use of the recently introduced sports funding to pay for specialist coaches who are already bringing improvements to pupils' physical well-being and to their sporting skills. They run clubs and help the school to plan for further improvements in physical education lessons.
- The checking procedures on the quality of teaching in the school are wide ranging and supportive of staff. Highly effective arrangements for the training of staff, and particularly teachers, are playing a central role in the school's success. Great care is taken to ensure that there are clear links between rewards for effective performance and the attainment and progress made by pupils.
- The school's view of its strengths and weaknesses is very accurate. The well-established systems to track pupils' progress are used to identify any underachievement quickly and to put strategies in place to ensure no pupil falls behind. However, teachers are not just reliant on data to tell them what the needs of pupils are, they regularly review lessons and talk with children.
- The local authority provides excellent support for the school, when it is needed. For example, it provides high-level support and training for newly qualified teachers as well as for leaders throughout the school. The local authority has confidence in the school's excellent record to improve further, so much so that staff and leaders are used to showcase excellent practice to other schools.
- **The governance of the school:**
  - The highly effective governing body holds the school to account very well. Governors keep a very close eye on pupils' progress, the quality of teaching and arrangements for safeguarding. They ask challenging questions of the headteacher when she reports to them. They are well trained and provide excellent expertise for all aspects of school life. The governors have well-established systems and committee structures to ensure they meet their statutory duties. They manage the school's finances well and deploy resources carefully to maintain the high quality of provision. They also check on the impact of the small amount of funding for those pupils eligible for the pupil premium. Governors know the school very well because they visit frequently and meet with senior leaders regularly. They ensure that the performance of staff is managed very effectively.

## 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

<b>Unique reference number</b>	106335
<b>Local authority</b>	Trafford
<b>Inspection number</b>	426231

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Friar
<b>Headteacher</b>	Kylie Spark
<b>Date of previous school inspection</b>	30 October 2008
<b>Telephone number</b>	0161 973 4877
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