

# Tynsel Parkes CofE (VC) First School

School Road, Uttoxeter, ST14 7HE

## Inspection dates

5–6 February 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment overall at the end of Year 4 is above what is typical for pupils of that age. All groups of pupils in Years 1 to 4 achieve well.
- Progress in reading in Key Stage 2 is particularly strong, because reading skills are well taught in Years 3 and 4.
- Pupils have good opportunities to improve their writing skills by writing in depth in a range of subjects and topics.
- Consistently good teaching underpins pupils' progress across the school. Well-established routines for marking, assessment and the use of pupils' targets support their learning well.
- Specialist teaching, especially in music, contributes well to pupils' enjoyment of learning.
- Pupils mature quickly as they move through the school. They try to do their best at all times and behave extremely well. Their highly positive attitudes contribute fully to their successful learning. They have a very keen awareness of what they need to do to stay safe and feel very secure in school.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- The headteacher, deputy headteacher and governors provide well-established, expert leadership. Staff teams share their ambition and work together closely to check and to improve the effectiveness of the school's work.

### It is not yet an outstanding school because

- While there are a few elements of excellent practice, there is not enough outstanding teaching across the school.
- A few weaknesses in the teaching of mathematics hold back pupils' progress in the subject.
- Gaps in learning are not significantly reduced for some children in Nursery and Reception.
- The school development plan is not focused sharply on the aspects of pupils' skills which require further improvement.

## Information about this inspection

- Inspectors observed teaching in 13 lessons taught by nine teachers or teaching assistants. Two of these lessons were observed together with the headteacher or deputy headteacher.
- Samples of pupils’ work in writing and mathematics were analysed. An inspector listened to a sample of Year 2 pupils reading.
- Meetings were held with school staff, a group of pupils, governors and a representative from the local authority.
- Inspectors took account of the 25 questionnaires completed by staff and the 28 responses by parents to the online questionnaire (Parent View). The inspection team also took into account the results of the school’s own recent sample of parents’ views. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils’ books; monitoring records; consultants’ reports; the school improvement plan; the school’s own data on pupils’ attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Devinder Riat

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools.
- Almost all pupils are from White British backgrounds. There are no pupils at an early stage of learning English as an additional language.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The headteacher is a designated Local Leader of Education (LLE) and provides advice and guidance to other local schools.

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

- Make more teaching outstanding and further improve pupils' progress by ensuring that all teachers:
  - use a wide range of questioning techniques to ensure all pupils take a full part in question and answer routines
  - select written exercises and tasks carefully so that when middle- and higher-attaining pupils have mastered a mathematical concept they can be moved on quickly to harder work
  - provide pupils with more practice in drawing symmetrical shapes accurately.
- Improve the effectiveness of leadership and management by ensuring that:
  - the new staff team in the Early Years Foundation Stage establish rigorous systems to review provision and plan very effectively to close gaps in children's learning quickly, so that all children achieve well
  - the school development plan is sharply focused on the aspects of pupils' skills which require further improvement.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. Standards overall in the current Year 4 class are a little above those expected for pupils at that age.
- Attainment at the end of Year 4 in 2013 was above that expected for that age in reading and a little higher in writing and in mathematics. Attainment at the end of Year 2 and Year 4 varies slightly, dependent on the nature of the cohort, but is often above those typical for a first school, as it was in 2013. These pleasing standards have been maintained since the previous inspection in 2009.
- Children's levels of skills and aptitudes when they join Nursery are well below those typically expected for their age. Some children are slow to develop the confidence needed to participate actively during teacher-led parts of lessons. This stops them from benefiting fully from staff's questions and their classmates' responses, and in developing their skills quickly.
- The majority of children make good progress by the end of Reception. However, gaps in learning remain for some children, and literacy and numeracy skills are below average overall when pupils join Year 1.
- Good teaching and an engaging curriculum foster pupils' highly positive attitudes to learning and underpin their good progress in Years 1 to 4. Specialist teaching in music and in French enhances considerably pupils' enjoyment of their education.
- Results in the Year 1 screening test for phonics (the sounds that letters make), while remaining below average, improved last year. A new programme is helping pupils plug gaps in their early reading skills in Key Stage 1. Year 2 pupils read competently and use their skills properly to work out new or 'difficult' words.
- From their starting points pupils make good progress over time and by the end of Year 4 progress in reading is outstanding. Older pupils build up their range of vocabulary and research skills purposefully through well-planned opportunities in lessons, which include reading buddy sessions and one-to-one focused support programmes. Middle- and higher-attaining pupils cope well with challenging factual texts. They skim lines quickly to extract correct information, understand the purposes of punctuation and answer questions on the texts confidently.
- Pupils benefit from well-planned opportunities to write in depth and to extend their range of vocabulary through, for example, exploring historical contexts such as World War 2, various religious faiths, and in their project work with an Indian school.
- Pupils also do well in most aspects of mathematics. However, middle- and higher-attaining pupils in Years 2 and 4, having demonstrated mastery of a concept, are sometimes not moved on quickly enough to more challenging work. Pupils' fine motor skills are not secure enough to enable them to draw symmetrical shapes accurately.
- Effective teaching in short, carefully planned support programmes helps disabled pupils and those who have special educational needs to make similar progress to that of their classmates.
- Pupils in receipt of pupil premium funding achieve well. Their attainment is broadly comparable to that of their classmates in reading and while a few gaps in attainment remain in mathematics

and in writing they are reducing steadily.

### **The quality of teaching** is good

- Teaching is consistently good with a few outstanding elements. Reading skills are taught exceptionally well in Key Stage 2.
- Expert teaching in music enables children in Nursery and Reception to understand concepts of rhythm and tempo, for example through references to the 'Wily Fox' pursuing the 'Gingerbread Man'. Older pupils enjoy listening to and practising a wide range of instruments from all over the world.
- Teachers are ambitious for pupils' progress and use ongoing assessment well to review learning and to help pupils understand their next steps through checking their own and each other's work. Routines, for example for the use of classroom displays, pupils' targets and clear constructive marking, guide pupils' learning well. Pupils appreciate the consistency of staff's approach in every classroom which leaves them in no doubt that they are expected to 'have a go' and to do their best.
- Teachers link subjects and activities carefully to provide lots of opportunities for pupils to apply their basic skills, especially in literacy, in new ways and to make learning enjoyable. In a Year 2 lesson, for example, pupils demonstrated their ready understanding of a range of word problems posed orally or on the interactive whiteboard by the teacher and accurately linked digital and analogue clock times. They then quickly consolidated their new knowledge in working through a series of computer-based exercises.
- Technical writing skills, such as the presentation of work and use of punctuation, are mostly taught well. Pupils' achievements in writing are systematically recorded in their learning logs and shared effectively with parents to help pupils review points for development. However, pupils sometimes make mistakes in spelling high frequency words.
- Senior leaders use resources flexibly and allocate staff suitably to provide pupils, including disabled pupils and those who have special educational needs, with extra help to keep up with their classmates or to extend the learning of higher-attaining pupils. Teaching assistants provide good support to the pupils to whom they are directed.
- In a few lessons pupils learning slows when staff's style of questioning is not varied enough to ensure pupils learn at a fast pace. Most commonly, this is because staff's questions, although probing, are overly directed at individual pupils. This limits the quality and quantity of the contributions other pupils make during question and answer routines.
- Until recently discontinuity in staffing in Reception has reduced the capacity of leaders to tackle gaps in children's skills and knowledge quickly and effectively. Staffing in the Early Years Foundation Stage is now more settled but the consistency in practice which is the norm in Years 1 to 4 is not fully established.

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

- The behaviour of pupils is outstanding. Children settle well in Nursery and most children in this class and in Reception mix well and work productively with their classmates during their self-chosen activities. However, several children, while being compliant, are content to let others

take the lead in answering the teachers' questions.

- Pupils mature quickly as they move up the year groups and by Years 3 and 4 pupils are keen learners who can be relied upon to work on their own initiative, either individually or in pairs, to research and to record information while staff are otherwise occupied with other groups. Pupils' willingness to work hard to grasp new concepts, to share learning with each other, and to please their teachers, inclines them to be 'switched on' in lessons. Their attendance is above average.
- Pupils have very few concerns about behaviour and no pupil has been excluded in the last three years. They enjoy each other's company and the praise they receive from adults. They are respectful and courteous, for example in their willingness to allow others to take precedence when entering doorways. They say that bullying in any form is extremely rare and that any 'fallouts' are quickly resolved between themselves or with adult help.
- Adults model good behaviour and the school's motto 'loving and learning together' through their firm and fair approach and promote a sense of 'staying positive' to boost pupils' self-esteem. Consequently, pupils feel valued and secure in school.
- The school's work to keep pupils safe is outstanding. Staff acquire detailed knowledge of all pupils through in-depth assessments and work extremely well together and with outside agencies to support pupils whose circumstances may make them vulnerable. Actions taken are reviewed in a timely manner and assessed closely for impact. Plans for individual pupils are suitably adjusted to support their welfare and academic achievement.
- The school gives a high priority to ensuring that everyone has an equal opportunity to enjoy school and succeed. School records show that there is no discrimination or serious bullying.
- Pupils are provided with plentiful guidance about the various types of bullying and made fully aware of the dangers of cyber bullying and other internet hazards.
- Parents who communicated their views directly to the inspection team were highly complimentary about the quality of the school's care, guidance and support for their children.
- Pupils have a very clear idea of how to stay safe, for example on the roads and what actions to take to avoid viewing inappropriate content on internet pages. They value the support of the staff, peer mentors and 'playground friends' in keeping them safe.

## **The leadership and management** are good

- The headteacher and deputy headteacher form a firmly established, highly experienced partnership which directs the school's work well.
- Most members of staff carry wide-ranging responsibilities and work very effectively together in small teams to improve the school continuously. Systems and procedures for reviewing the effectiveness of the curriculum and teaching, and the quality of pupils' progress are well organised and followed up consistently.
- The curriculum is adapted expertly to meet the needs of all pupils. Leaders step in quickly and effectively to direct extra resources to pupils who need extra help or who would benefit from small-group tuition to boost their attainment at the higher levels, as, for example, in mathematics in Year 4. Pupil premium funding has been used wisely to support eligible pupils,

for example through one-to-one tuition, to improve boys' reading levels.

- Leaders set ambitious targets for pupils' progress. These were mostly met or exceeded for Year 2 and Year 4 pupils in 2013. Staff know that they are fully accountable for pupils' achievement and that underperformance is not tolerated. Staff morale is strong.
- Monitoring is used well to review and to improve teaching and the curriculum. Staff have recently been trained in the effective use of practical resources to help lower-attaining pupils in mathematics. They are forging links with a network of local schools to share good practice and training opportunities cost-effectively, and to enhance their own expertise. The local authority, recognising the school's capacity to direct its own improvement, has provided limited support since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is fostered exceptionally well, for example in enthralling assemblies which reinforce the values of the school's motto, various projects celebrating links with Birla High school in India, fund-raising and other activities associated with the school's pursuit of the International Schools Award.
- The first instalment of the recent national sports funding for primary schools has been spent suitably; for example, for gymnastics and dance training by a specialist sports coach to improve staff's expertise and confidence in teaching these aspects of physical education; and for extending the range of clubs available to pupils. Regular reviews ensure that resources are refocused when targets have been achieved.
- The school development plan is detailed, but does not enable leaders to evaluate closely the impact of the actions they take over the longer term, because the plan is not focused sharply enough on the aspects of pupils' skills that can be further improved to ensure outstanding achievement.
- Some of leaders' energies in the past fifteen months have been diverted into managing an unavoidable turnover of staff in the Reception class. This situation has now stabilised with a new team in place but rigorous systems for reviewing and developing provision across the Early Years Foundation Stage have not yet been established.
- **The governance of the school:**
  - Governors have a well-informed view of the school's strengths and areas for development. They support and challenge leaders expertly to ensure that financial and other resources are allocated wisely to support different groups of pupils, including pupils in receipt of extra government funding.
  - They rightly see investment in training as the key to continuous improvement. They are suitably involved in managing staff's performance and use the information which they receive systematically to check whether targets have been met and timescales adhered to before agreeing to pay rises.
  - Governors are forward-looking and they are currently planning to undertake in-depth, specific case studies to assess the impact of some of the decisions they take.
  - Governors make sure that the school's systems for safeguarding are secure; for example through their regular reviews and action plans. As a result, safeguarding arrangements meet current national requirements.

## 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>	124282
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	431516

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Ray
<b>Headteacher</b>	Theresa Walters
<b>Date of previous school inspection</b>	4 February 2009
<b>Telephone number</b>	01889 256380
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