

Inspection of Tyldesley Primary School

Ennerdale Road, Astley Tyldesley, Tyldesley, Manchester, Greater Manchester M29 7PY

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005.

What is it like to attend this school?

Pupils enjoy learning and achieve well at this happy and friendly school. Staff have high expectations for all pupils. This has a positive impact on pupils' behaviour and attitudes to learning. Pupils show great curiosity and enthusiasm for learning. They appreciate the wide range of additional activities that staff provide after the school day ends.

Pupils are well looked after and feel safe at school. They know who to go to if they are worried. The pupils who we spoke to about bullying were adamant that it does not happen. They said behaviour is almost always good and that staff soon sort out any problems.

Pupils are good listeners. They work together cooperatively. They also enjoy taking on additional responsibilities. For example, pupils from Year 6 help to supervise and support younger pupils during breaks and lunchtimes. There are representatives from all classes on the school council.

The school's core values of positivity, aspiration, togetherness, honesty and loyalty are at the heart of the school's work. They underpin the positive relationships that exist between pupils and the adults who teach them. As a result, pupils develop into confident learners who are well prepared for the next stage of their education.

What does the school do well and what does it need to do better?

Leaders have worked successfully with staff to develop a broad and balanced curriculum. The plans for each subject have been well thought through. They are organised so that pupils' learning builds effectively on what they already know. Middle leaders have been well supported by the trust to develop their roles as subject leaders. They are knowledgeable about their subject areas. The well-planned curriculum helps to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), develop into successful learners. In 2019, the proportion of pupils who achieved the expected standard in reading, writing and mathematics at the end of key stage 2 was significantly above the national average.

Pupils achieve well in mathematics. The school's curriculum ensures that all aspects of mathematics are covered in a well-structured way. A strong focus on arithmetic helps pupils to develop confidence in their use of number. Pupils also develop a good understanding of key mathematical concepts. The broad curriculum provides regular opportunities for pupils to use and apply their understanding of mathematics to reason and solve problems.

Leaders have placed a strong focus on the development of early reading. They have set clear expectations of which letters and sounds children and pupils should know by the end of each term. Most pupils reach the expected standard in the Year 1

phonics screening check. Older pupils told us of their enjoyment in being read to on a regular basis. Many read widely and often. However, some younger pupils struggle with phonics and do not get the support that they need to catch up with their peers. This is because some members of staff lack the knowledge and skills required to teach early reading effectively. Also, the books that some of these pupils are given often do not match their reading ability.

Pupils behave well. They are respectful to their friends and the adults who teach them. Their rates of attendance are above average and very few pupils are persistently absent from school.

Leaders ensure that pupils benefit from many real-life experiences outside of the classroom. There are many educational trips, including residential visits for older pupils. Many pupils learn to play a musical instrument and there is a school choir and an orchestra. Pupils also have regular opportunities to participate in inter-school sporting events.

There is a well-structured programme in place for personal, social, health and economic education (PSHE). Pupils learn how to eat healthily and keep themselves safe. Pupils learn about different cultures and religions. They also explore issues relating to mental health.

The early years curriculum is ambitious and well organised. From their very first days in the nursery, children develop a love of reading. They become competent when using number. They also learn about different ways of life and they develop caring attitudes towards each other. The broad curriculum in the early years helps to ensure that children are well prepared for the next stage of learning when they move into Year 1.

Governors and trustees provide good challenge and support to the school. They are well informed and have a good understanding of the school's strengths and areas that need further improvement.

Staff are supportive of the school's leadership team. They said that school leaders are supportive and mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding policies are comprehensive and clear. School leaders ensure that appropriate checks are made on all adults who work with pupils. They also ensure that the school's safeguarding records are detailed and well maintained. Staff are well trained and understand their safeguarding responsibilities. They know how to raise concerns about any issue relating to a pupil's safety or well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The support that is provided for younger pupils who struggle with early reading is not as effective as it should be. This is because some members of staff do not have the subject knowledge required to teach phonics effectively. Also, the reading books that these pupils are given are often not at the right level to allow them to practise effectively. Leaders should ensure that all members of staff who teach phonics have the necessary knowledge and expertise to help pupils develop their understanding and reading fluency. They should also ensure that reading books are well matched to pupils' abilities.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138036
Local authority	Wigan
Inspection number	10122178
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	Board of trustees
Chair of trust	Brian Wilson
Headteacher	Michelle Ridsdale
Website	www.tyldesley.wigan.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tyldesley Primary School converted to become an academy school on 1 April 2012. When its predecessor school was last inspected by Ofsted, it was judged to be outstanding.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During this inspection, we did deep dives in these subjects: reading, mathematics, science, PSHE, history and religious education. The deep dives included: visits to lessons with leaders; scrutiny of pupils' work; listening to pupils read; evaluation of curriculum planning; scrutiny of the school's improvement plans.
- We met with pupils, curriculum leaders and teachers to talk about the quality of education at the school.
- We spoke with pupils about their learning and their opinions of the school. We also talked with them about behaviour and bullying. We observed pupils' behaviour during lessons and at dinnertime.

- We held discussions with the headteacher, the deputy headteacher and other members of the senior leadership team.
- We met with a member of the trustees and the chair of the local governing body. We also spoke with the trust's chief executive officer and curriculum consultant.
- We met with subject leaders and the teacher who coordinates support for pupils with SEND. An inspector also met with the early years leader to discuss the curriculum and children's progress.
- We looked at the school's safeguarding records and procedures. An inspector scrutinised the checks that leaders make on staff prior to them starting at the school.
- We spoke with staff about their workload and the support that they receive from school leaders.
- We reviewed pupils' attendance. We also looked at how school leaders monitor incidents of poor behaviour.
- We considered the 113 responses to Ofsted's online survey, Parent View.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

John Littler

Ofsted Inspector

Gary Bevin

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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