

Inspection of Twiss Green Community Primary School

Twiss Green Lane, Culcheth, Warrington, Cheshire WA3 4DQ

Inspection dates: 21 and 22 November 2023

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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy coming to school. They feel well cared for by staff and they said that this helps them to feel safe. They are keen to learn new things and they relished talking about the topics that they have studied recently.

The school ensures that pupils are encouraged by staff to live out the values of respect, resilience and relationships in their actions each day. Pupils are proud to celebrate their accomplishments.

Pupils respond well to the high aspirations that the school has for their achievement. Pupils with special educational needs and/or disabilities (SEND), receive appropriate support from staff. Pupils, including those with SEND, typically achieve well across the curriculum.

Pupils behave well during lessons. They know that staff have high expectations of their behaviour. Classrooms are calm and purposeful. Pupils trust that staff will help them with any worries or concerns that they may have.

The school provides a range of activities for pupils to enjoy such as judo, choir, craft club and chess. These experiences help to develop their talents and interests. Pupils are keen to take on positions of responsibility. For example, members of the school council and those who act as ambassadors help to support the local community and further improve their school. The eco-council were proud of their recent efforts to look after the environment.

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

The school has prioritised the teaching of reading. Children in the early years are surrounded by high-quality books. Teachers skilfully choose books which enthuse, inspire and ignite a love of reading among children. Children successfully develop their language and communication skills through singing songs and by using the outdoor theatre.

Older pupils read widely and they have a clear understanding of the importance of developing a wide vocabulary. The school has a range of strategies to foster a love of reading. For example, sharing recommended books with parents and carers is proving to be very successful in encouraging pupils to read more regularly.

Children learn phonics from the start of the Reception Year. They practise using the letters and sounds that they have learned while playing. The school provides additional support for any pupils who are struggling with their reading. This helps them to catch up quickly. Most pupils become confident readers by the time that they enter key stage 2.

The school has developed a curriculum that is highly ambitious and that has been designed to meet the needs of all pupils. Pupils build their knowledge up in small

steps which helps them to make links with what they know already. The school has carefully identified what pupils will learn and when this content will be taught. The school has also given much thought to how teachers will deliver the curriculum across subjects. However, on occasion, some staff do not deliver the curriculum as it is intended. This means that, from time to time, some pupils do not learn as deeply as they could.

The school has improved its systems for identifying the additional needs of pupils with SEND. This has enabled the school to ensure that teachers are furnished with the information and guidance that they need to support these pupils well. Teachers successfully adapt their delivery of the curriculum to meet pupils' individual needs.

Pupils enjoy learning and playing together. For instance, children in the Reception class delighted in building towers together before counting the bricks. Older pupils encourage their younger 'buddies' to read. At playtime, pupils play happily with friends from across different year groups. Pupils, including children in the early years are respectful of their peers. Pupils revel in the opportunity to celebrate the 'unsung heroes' in each class.

The school ensures that pupils are accepting of people with different beliefs or backgrounds. Pupils understand and celebrate the differences between people. They explain how important it is to treat everyone fairly. Pupils learn about how to keep themselves safe when they are learning and playing online. They have an age-appropriate understanding of how to forge healthy relationships.

Governors have a clear oversight of the school's work. They have completed suitable training to ensure that they can provide appropriate support and challenge to the school.

Staff feel well supported by leaders. They know that leaders appreciate their commitment to providing a high-quality education for all pupils. Staff recognise that the school is doing everything it can to support their workload. The school is carefully developing teachers who are new to the profession to be successful practitioners.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school is still in the process of establishing the support that some staff require to deliver aspects of the curriculum confidently. As a result, some staff do not deliver the curriculum as it has been intended. The school should ensure that staff receive the support and training that they need to deliver these curriculums as intended.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111195
Local authority	Warrington
Inspection number	10256007
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Liz Davis
Headteacher	Natalie Hughes
Website	twissgreen_primary@sch.warrington.gov.uk
Dates of previous inspection	9 and 10 November 2009, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.

- Inspectors met with pupils to discuss art and design, Spanish, music and physical education.
- Inspectors met with some governors and a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff and pupil surveys. Inspectors met with parents and carers to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

Ian Shackleton

Ofsted Inspector

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