



# Tithe Barn Primary School

## Inspection Report

**Unique Reference Number** 106080  
**LEA** Stockport  
**Inspection number** 277482  
**Inspection dates** 14 June 2006 to 15 June 2006  
**Reporting inspector** Mr Arthur Markham CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Mauldeth Road
<b>School category</b>	Community		Heaton Mersey
<b>Age range of pupils</b>	4 to 11		Stockport, Cheshire SK4 3NG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4324941
<b>Number on roll</b>	237	<b>Fax number</b>	0161 4421718
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev B Jolly
<b>Date of previous inspection</b>	14 November 2000	<b>Headteacher</b>	Mr T Buckley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 14 June 2006 - 15 June 2006	<b>Inspection number</b> 277482
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school serves an area of mixed housing and below average levels of social deprivation. The majority of pupils are from White British backgrounds, with a higher than average percentage of pupils from minority ethnic backgrounds, although few are at an early stage of learning English. The number entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. Pupils enter school with skills that are average overall. The school has been awarded the ICT Award, the Eco Schools Green Flag Award and has Healthy School status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school which gives excellent value for money. The inspectors generally agree with the school's evaluation of its performance, but think it has been too modest in its view of teaching and learning. Children make a very good start in the Foundation Stage and achieve standards above those expected because of the very good provision where a high emphasis is given to practical activities which stimulate their interest. By the end of Year 6, standards are high and well above those found in schools nationally. As a result of exciting and challenging teaching, pupils thoroughly enjoy their learning and make very good progress throughout the school. Assessment procedures are very good and teachers mark pupils' work conscientiously, although, at times, not enough use is made of developmental comments to indicate clearly how they might improve. The school takes extremely good care of pupils and gives very close attention to their personal development, which is outstanding. Pupils feel valued for what they can offer and appreciate the way the school takes account of their views.

The clear vision and innovative and imaginative leadership of the headteacher has created an exciting, stimulating environment which develops excellent attitudes to learning in pupils. The headteacher is strongly supported by staff and governors who share the commitment to providing a high quality education for pupils. The curriculum is outstanding; it is greatly enhanced by the wide range of links with schools across the world and the imaginative approaches to developing pupils' enthusiasm for learning throughout the school. The parents rate the school very highly, one saying, for example, 'This is the most exciting and fizzing school I've ever come across, new ideas come through all the time, which are then backed up with commitment and dedication from the staff'.

The school has improved very well since its last inspection and has an excellent capacity for further improvement.

### **What the school should do to improve further**

Improve the consistency of teachers' marking of pupils' work so that pupils always know what they need to do to improve.

## **Achievement and standards**

### **Grade: 1**

Standards are high and achievement is very good. Pupils start school with a broad range of ability, but overall their skills are average. They make a very good start in the Foundation Stage and most reach standards above those expected by the end of the Reception year. Standards in Key Stage 1 are generally above average, although there was a slight decline in the standards attained in reading in 2005 because of the number of pupils with learning difficulties and/or disabilities. The present Year 2 pupils make very good progress and most are attaining standards that are above average with some

pupils attaining well above average. Throughout Key Stage 2, pupils make very good progress and standards are well above those found in schools nationally. In the 2005 national tests, although standards in English, mathematics and science were high, there was a slight dip in performance in English. The school identified the need to develop pupils' skills in writing and took action to address this. Pupils now appreciate the need to use their writing skills in different types of writing and standards are improving.

Virtually all pupils successfully achieve the challenging targets they are set because teachers cater for their personal, as well as academic, needs very well. Pupils with above average ability achieve very well to reach the higher levels. Similarly, those with learning difficulties and/or disabilities achieve exceptionally well and many reach the national average standard. Pupils who learn English as an additional language achieve as well as their peers.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. Pupils feel safe and enjoy school, shown clearly by their well above average attendance. The school's unique ethos ensures that pupils develop thoroughly positive attitudes to learning and to other pupils and adults. Relationships between pupils and staff are excellent, demonstrating the school's atmosphere of mutual respect. The absence of exclusions over the past three years points to a well ordered school. Behaviour is exemplary, reflecting the excellent work of the staff and the success of initiatives such as the 'good talkers' awards and the playtime buddy system. Spiritual, moral, social and cultural development are all excellent. The school's increasingly wide cultural and ethnic mix is celebrated with pride and reinforced by the strong links built up with schools in every continent of the globe. Eco Schools Green Flag and National Healthy Schools awards testify to the school's drive to promote healthy eating and to its ECO-warrior approach to protecting the environment. Cheerful, confident, achievers is the school's memorable catch phrase and the pupils manifest these qualities remarkably well. Their self-confidence, good attitudes and social skills prepare them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Teachers plan lessons carefully to present a high level of challenge to pupils of all abilities. They explain activities clearly and use questions well to ensure that pupils know what is expected of them. Teachers' expert use of interactive whiteboards stimulates pupils and develops their interest. Lessons move at a fast pace and learning is exciting. Very good relationships create a pleasant, friendly atmosphere in classrooms. The effective way that teachers

deal with incorrect answers successfully develops pupils' self-esteem and confidence and is a strong factor in the high quality learning in lessons. Pupils consequently enjoy their learning, are very well motivated and make very good progress. They work well independently and collaboratively on tasks that capture their interest and encourage them to think and reason. Teachers assess pupils' work carefully and encourage them to examine it critically to identify possible improvements. As a result, pupils take a pride in their work, which is neat and well presented. Teachers generally mark pupils' work with positive and informative comments. However, at times, marking does not show pupils how to improve their work.

Close attention is given to ensuring that pupils of all abilities succeed. Skilful teaching support staff provide very good support for pupils with learning difficulties and/or disabilities and those learning English as an additional language who, consequently, achieve very well.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding, exhibiting well the school's aim of having exciting, stimulating and relevant learning. Its 'Brainforest' vision of a different way of thinking and behaving permeates everything the school does. The excellent use of the Global Citizenship Centre is one reason for a parent writing that, 'The children's knowledge of the world is second to none'. Pupils' well developed information and communication technology (ICT) skills are used very effectively across a wide range of subject areas. The well tended orchard and kitchen garden testify to the seriousness of the quest for healthy eating and care of the environment. Pupils experience a wide range of enrichment activities, for example, the choir and orchestra plus an interesting range of foreign languages. Sporting activities contribute to their enjoyment and achievement, and complement an already stimulating curriculum. Short 'stunning starts' are a notable feature of the school day. Educational visits, the regular involvement of outside agencies and the imaginative deployment of the excellent teaching support staff are other notable aspects of the school's out-of-the-ordinary and very successful approach to the education of the whole child.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support for pupils are outstanding. At its heart are the school's well thought out vision and values, and the behaviours expected of pupils and staff alike. The 'good talkers' drive to eliminate verbal bullying is having a measurable impact, shown by the increasing numbers of pupils who achieve the school's gold band award. Pupils with learning difficulties and/or disabilities receive excellent support, as do pupils from different ethnic groups and those experiencing personal difficulties. Notable also is the good work of the school council. They are increasingly involved in helping to improve the school. The refurbishment of some toilets is just the latest example of their influence. Child protection and health and safety procedures are rigorous. The monitoring of pupils' academic progress is a strength of the school.

Pupils are thoroughly involved in the assessment of their own learning, although the otherwise good and supportive marking of pupils' work is not consistently developmental.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher has a clear vision for the school based on creating a positive learning culture so that all pupils reach their potential. His success in achieving this is clearly evidenced by the way that pupils respond to the school's stimulating and vibrant learning environment. He is well supported by the deputy headteacher and staff who display a strong commitment to providing a high quality education for pupils with close attention being given to both their personal development and academic progress. Parents appreciate this excellent leadership and are rightly proud of their school. One parent summed this up well, stating, 'A great school, where being a good person is as important as academic achievement'.

Close attention is given to ensuring that all adults in the school are given opportunities to develop their strengths and contribute to the school's successes. The school monitors its performance carefully to identify areas for further development and action is carefully planned to bring about improvement. The views of parents and pupils are regularly sought in order to inform strategic planning. Governors visit the school in order to develop a clear awareness of the quality of its work. They are an important part of the team and give outstanding support to the school. Links with local businesses and schools are used very effectively to enhance the quality of education provided for the pupils. The school has made a number of improvements since the last inspection, most notably the improvement in provision in ICT. Standards have been maintained at a high level. The school's capacity for further improvement is excellent.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

As you know, two inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. We enjoyed being in your exciting school and listening to what you had to say. The things that we particularly liked were:

- how hard you all work and your excellent attitudes to learning
- the very good relationships you have with each other and your teachers
- your excellent behaviour and the emphasis you give to good talking
- the lively teaching you receive and the outstanding progress you all make as a result
- the excellent range of activities and visits that make learning interesting
- how well the school is run by the headteacher and staff.

We think you have an outstanding school, but have asked your teachers to improve one thing to make your school even better. We want them to:

- make more use of comments when marking your work that help you understand what you need to do to make your work even better.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Tithe Barn becomes an even better school.