



# Tyntesfield Primary School

## Inspection Report

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**Unique Reference Number** 106335  
**LEA** Trafford  
**Inspection number** 277534  
**Inspection dates** 9 March 2006 to 9 March 2006  
**Reporting inspector** Ms Susan Barkway HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Alma Road
<b>School category</b>	Community		Sale
<b>Age range of pupils</b>	3 to 11		Cheshire M33 4HE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9734877
<b>Number on roll</b>	377	<b>Fax number</b>	0161 7181281
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Craig
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr G Skelland

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## Introduction

The inspection was carried out by one inspector. In the course of the day visit, the inspector met with a range of staff and pupils and observed the school at work. Paired observations of several lessons were conducted with the headteacher. The school's self-evaluation document provided critical evidence in shaping inspectors' judgements and helped to focus the inspection. Discussions with governors, parents and the receipt of 86 questionnaires from parents further assisted the writing of this report.

## Description of the school

Tyntesfield Primary School is a one and a half form entry primary school set in an estate of private houses in the south of Sale. The school is popular and oversubscribed. As a result, the school has increased its numbers since the last inspection and there are now 391 pupils on roll. This includes 45 part-time children under five who are taught in the nursery class. The cultural diversity in the school is steadily growing. There are 39 pupils from minority ethnic backgrounds, with 5.7% of the school population having English as their second language. There are 20 pupils, including two statemented pupils, on the school's register of special educational needs (SEN). This is below the national average for a school of this size. Two per cent of pupils are eligible for free school meals, which is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The headteacher states that 'the prime characteristic of the school is a clear focus on the promotion of high standards in all areas'. This focus has resulted in a school where pupils achieve very well in all aspects of school life and where teachers, governors and parents are committed to maintaining these high standards.

Tyntesfield is a good school with some outstanding features. Since its last inspection six years ago, the school has sustained the high quality of education and it has made significant improvements in some areas, particularly pupils' achievements in ICT, the provision for cultural development and the outdoor environment. It provides very good value for money.

There are many things which make this a good school but it is the pupils themselves who stand out. Their behaviour is exemplary. They are kind to each other, polite at all times and a pleasure to be with. As one parent said, 'their manners are immaculate'. They enjoy school and this shows in the smiles you see as you walk into classrooms and their willingness to talk openly about their school. One pupil commented that, 'School is fun' and this certainly seems to be a sentiment that is shared by many pupils. They work hard in lessons and are like coiled springs, ready for any learning opportunities which are presented to them. Together with the good quality teaching they receive, this is a significant reason for the very good progress they make and high standards they achieve.

In the Foundation Stage, the children settle very quickly into the routines and make very good progress, most achieving or exceeding the Early Learning Goals by the time they leave to join Key Stage 1. Parents believe that the nursery provides a 'good start' to their children's education and appreciate the caring environment the nursery and reception classes provide. The children are encouraged from an early age to be responsible and good opportunities are provided to develop the children as independent learners. For example, children in the reception class were observed working productively without direct adult supervision as they timed themselves matching objects to initial letter sounds.

Of course, pupils would not be like this without the support they receive from the staff and the clear expectations set for them. The governors and staff in the school share a common purpose to provide a learning environment for their pupils which will enable and encourage high standards. Teachers plan thoroughly for all levels of ability in their class and they provide a wide range of learning opportunities, including enrichment activities. They are clear about the standards of achievement and behaviour they expect and these expectations are communicated well to the pupils. One parent identified this strength when she commented that 'teachers work to the same sort of standards. The rules are the same and this gives good continuity throughout'. The good relationship between teachers and pupils ensure that pupils feel secure and able to talk to their teachers about any difficulties they have. It is a credit to the teachers that a pupil is able to say, 'my teachers have been good friends' and parents talk about 'a nurturing environment but one which helps pupils to become responsible'. However,

parents do feel that the school could be more proactive in providing information for parents about the progress of their children and the work they are doing. The inspection evidence supports this view. Although parents know that the school will contact them if there are any concerns about their child, they do not receive on-going information about their child's progress or about what the child needs to do next to further improve their work.

The school is well led. The headteacher, teacher and governors know its strengths and areas for development; the inspector accords with the school's self-evaluation judgements. Staff and governing body together identify where development is needed, all focusing on the need to maintain high standards. The school does not have formal procedures in place for evaluating the impact of developments or for reporting on outcomes. It recognises that this is necessary if it is to continue to provide very good value for money and high standards.

## **Achievement and standards**

### **Grade: 1**

The achievement and standards of pupil are very high. The pupils enter the nursery with above average attainment and by the end of the Foundation Stage, most have achieved or exceeded the Early Learning Goals. Standards in core subjects at the end of Key Stage 1 are well above the national average and in all classes pupils make good progress. Standards at the end of Key Stage 2 are also well above the national average and pupils' achievement is significantly higher than the national average. All groups of pupils make very good progress. For example, the number of pupils gaining the higher levels in the end of Key Stage assessments in the core subjects is well above the national average and pupils with learning difficulties or disabilities make good progress throughout the school. The standard of work achieved in other curriculum areas is of an equally high standard. It is always well presented and teachers ensure that progress is maintained through careful planning for the development of pupils' knowledge, understanding and skills.

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

### **Grade: 1**

Pupils are articulate and communicate well with teachers, visitors and each other. Their behaviour is excellent and they enjoy school. They are eager to learn, settle quickly to lessons and work together well. At 95.9%, the levels of attendance are well above the national average. Pupils are developing a very good understanding of how to keep healthy. For example, they are aware of the need for fresh fruit and vegetables and the importance of drinking water: as one pupil explained, 'they give us fruit at playtime. This gets one of the five portions out of the way'. They take advantage of the many opportunities for sport and PE and enjoy the games and activities that are provided by the school at playtimes.

Pupils feel safe and can talk confidently about what they would do if they experienced any bullying or other problems. New pupils into the school are provided with a 'friend'

to sit by and to 'show what to do in assembly and where to go'. This helps them to settle very quickly and they quickly become as confident as other more experienced pupils. Pupils are encouraged to make a positive contribution to the school community and they take advantage of this. For example, a group of Year 4 pupils took full responsibility for organising a competition for designing a book mark, and other pupils act as 'play leaders' supporting younger pupils and planning playground games for them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

During paired observations of lessons between the inspector and headteacher, a range of strengths and areas for development were seen and agreed. Teachers have very good relationships with the pupils and behaviour in all lessons was excellent. All teachers demonstrate secure subject knowledge and lessons are well planned and resourced for all ability groups in the class. In some lessons, questioning could be used more effectively to challenge pupils and to ensure that all are involved. Assessment information is used well to inform planning. However, the school does not communicate achievement targets to pupils or parents and there are limited opportunities for involving them in understanding what the pupils need to do to improve further.

### **Curriculum and other activities**

#### **Grade: 2**

There is a wide range of learning opportunities offered to the pupils. The curriculum is well planned to ensure that it covers all areas of the National Curriculum and the Every Child Matters agenda. Physical Education and sport are a significant strength of the school and pupils are involved in a wide range of sporting activities, including rugby, hockey, football and basketball sessions after school. As a result, pupils have a good understanding of the importance of keeping fit and the contribution it can make to staying healthy.

Opportunities for enrichment activities are well planned. These include visitors from other faiths coming to talk in assemblies, writers in residence and the local safari park who brought in a selection of animals on the day of the inspection. Much care was taken by the inspector to avoid the snake! Pupils are also taken on visits to, for example, 'Dunham Park where we made jam, butter and cheese' and adventure holidays. These opportunities make a contribution to the pupils' developing understanding of other cultures, as well as their ability to work well together.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good care, guidance and support for pupils. Parents report that teachers are approachable and that they treat difficult situations sensitively. A good

programme of health education is provided as well as very good opportunities for pupils to understand the importance of leading a healthy lifestyle. Staff provide good role models for pupils: there is even circuit training and running clubs for staff so that, 'children see the importance of us being engaged in sport'. Regular safety checks of buildings and improvements to the accommodation are resulting in good provision for the pupils, for example in the improvements made to the grounds. Plans to refurbish the toilets in this financial year and 2007/08 building works should lead to further much needed improvements to the accommodation. Vulnerable pupils are supported well and careful records are kept of their progress. The school encourages volunteer helpers to come in and work with the pupils in their lessons.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and management, and he is well supported by his staff. He knows the school well and his vision and commitment to maintaining high standards are shared by the whole school community. This commitment contributes to the common sense of purpose which is evident from all discussions with stakeholders. Staff are deployed well to ensure that their individual strengths and experience are utilised to maximum benefit for the pupils. Issues for development are identified through analysis of data, scrutiny of planning and pupils' work, and the performance review process. However, although monitoring is undertaken which results in a good understanding of the strengths and weaknesses of the school, procedures for evaluating the impact of developments are not firmly established. As a result, the school lacks clear evidence on the outcomes of their actions. The governors provide good support and challenge to the headteacher. They are involved in all aspects of school life and have a clear understanding of what needs to be done to secure further improvements. The school provides very good value for money.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	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	No
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**

Thank you for helping me during my recent inspection of your school. I very much enjoyed meeting and talking with you. It was good to know that you thought school was fun and that you were happy to go to your teachers for help if you had any problems.

What I liked about your school:

- your behaviour is very good and you work hard
- you are very polite and work and play with each other very well
- your parents and carers think that Tyntesfield School is a very good school
- all of you make very good progress with your work and it is of a high standard
- your teachers and headteacher work hard to make sure that there are lots of interesting things for you to do when you are at school
- the way you are all looked after and cared for.

What I have asked your school to do now:

- let you, and your parents or carers, know what you are good at and what you need to do next to make your work even better
- make sure that your teachers and headteacher know what is going well in school and what they need to do next to improve it further.

I hope that you continue to be a happy school.