



Tyldesley Primary School

Inspection Report

Unique Reference Number 106419
Local Authority Wigan
Inspection number 287508
Inspection dates 6–7 February 2007
Reporting inspector George Crowther

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

Type of school	Primary	School address	Ennerdale Road
School category	Community		Astley, Tyldesley
Age range of pupils	3–11		Manchester, Lancashire
			M29 7PY
Gender of pupils	Mixed	Telephone number	01942 882870
Number on roll (school)	253	Fax number	01942 886634
Appropriate authority	The governing body	Chair	Mr B Wilson
		Headteacher	Mrs Yvonne Brown
Date of previous school inspection	5 November 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Tyldesley is an average sized primary school whose social context is no more or less favourable than most schools. The proportion of pupils eligible for free school meals is below average. Pupils' attainment when they start school is about average overall, but rather lower in their language skills. The proportion of pupils with learning difficulties and/or disabilities is slightly below average. Almost all the pupils are from White British backgrounds, and none is at the early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tyldesley is a good school that is improving rapidly and has an excellent capacity to improve further. Outstanding leadership, by the headteacher and senior staff, places a strong emphasis on maximising each pupil's achievement. For example, Year 6 pupils have very challenging targets for their performance in national tests and their progress towards them is checked frequently. The school is also successful in developing pupils' personal qualities. Excellent relationships create a very happy, caring environment, which supports pupils' learning very effectively. Parents are pleased because each child is valued and encouraged to do their best. By Year 6, academic standards are high and pupils are confident, articulate and well prepared for the next stage in their education.

Achievement is good. Children do well in the Nursery and Reception classes because a wide range of practical activities captures their interest and learning is fun. Skilled teaching helps them to make good progress in all aspects of their learning. In Years 1 and 2, well planned lessons help pupils build their skills quickly, with very clear targets to encourage their learning. In Years 3 to 6, good teaching in almost all lessons helps pupils to achieve well. A strong focus on helping pupils to reach challenging targets has led to a sharp improvement in the results of the Year 6 national tests, and standards are now well above average at the end of Year 6. Across the school, standards in writing are lower than in other subjects. Action has been taken, but pupils do not yet have sufficient opportunities to write at length and hence ensure all achieve as well as they can. Teachers mark pupils' work carefully, but do not always focus on the learning objectives for the lesson and targets for improvement.

Personal development and well-being are outstanding. Pupils really enjoy coming to school and are enthusiastic about the wide range of interesting activities. Excellent behaviour reflects the staff's high expectations. A good range of experiences ensures pupils know about being healthy and staying safe. They make a good contribution to the school community, through the school council and the many special responsibilities carried out by the older pupils. They are thoughtful about the wider community, for example, organising a talent show to raise money for charity. Pupils' high levels of basic skills and their well-developed personal qualities are an outstanding preparation for the future. The curriculum is rich and interesting, which helps pupils to enjoy their learning and be successful in many subjects.

Excellent leadership has a crystal clear picture of what the school does well and what needs to improve. Self-evaluation is thorough, detailed and accurate. Pupils' progress is tracked very carefully as they move through the school. Leaders are quick to identify when pupils may be at risk of underachieving and they take strong action to seek improvement. All the staff have high expectations that the quality of teaching and learning will continue to improve. The school provides good value for money.

What the school should do to improve further

- Increase the opportunities pupils have to write at length, in order to raise standards.

- Improve the consistency of teachers' marking of pupils' work so that it involves pupils more in understanding how they can improve.

Achievement and standards

Grade: 2

Children do well in the Nursery and Reception classes because an interesting range of practical activities, good teaching and lots of encouragement help them to learn quickly. By the time they join Year 1, standards are usually above average. In Years 1 and 2, lively lessons encourage pupils to be fully involved in their learning and build their basic skills well. The pupils are really keen to do their best, which supports their good progress. Results of the Year 2 national tests have usually been above average, but weaker in writing. Current standards in Year 2 are above average, and writing skills are improving. In Years 3 to 6, high expectations and good teaching encourage pupils to strive for challenging learning targets. By Year 6, pupils achieve well and reach well above average standards, which are reflected in the results of the most recent national tests and in their current work. Pupils of all abilities, including those with learning difficulties and/or disabilities, make the same good progress.

Personal development and well-being

Grade: 1

From the moment they start school, pupils are encouraged to be happy, confident and productive learners. As a result, they are extremely positive about their work. A typical comment was, 'I like lessons because they aren't always about heads down work, they're fun.' Pupils are friendly, polite and very well behaved. Relationships are outstanding, with pupils of all ages mixing happily and caring for each other. One pupil spoke for many when she said, 'Everyone is kind and friendly, so we all get on well together.' Pupils' spiritual, moral, social and cultural development is good. A rich range of experiences, such as the recent multicultural week, develops pupils' understanding of themselves and their place in the wider world. Pupils know how to make healthy choices in the food they eat and the exercise they take. They are aware of safety issues, both in and out of school. Pupils express their views freely, and many have special jobs in school, which promote a good understanding of contributing to the community. High levels of basic skills and a good introduction to the world of work through mini-enterprise schemes give pupils an outstanding preparation for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Careful planning of lessons, focusing closely on pupils' learning needs, leads to confident teaching and pupils who know what is expected of them. Lively teaching motivates the pupils, as seen when Year 4 thoroughly enjoyed

an activity hunting for lines of symmetry. Interesting practical activities capture pupils' interest. For example, Year 1 pupils learnt about direction by working in pairs, giving and following instructions. Teachers' constant praise for success gives pupils the confidence to do even better. Just occasionally, tasks do not provide enough challenge to enable pupils to build quickly on their existing skills. Good systems for assessing pupils' attainment and tracking their progress help the school to raise standards. For example, pupils' writing skills are improving because the school has taken action based on a clear understanding of what needs to be done. All pupils have learning targets, are well aware of them, and readily discuss the improvements they are aiming for. Careful assessment of pupils who have learning difficulties and/or disabilities, and the setting of precise learning targets, help them to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is rich and relevant, supports pupils' learning well and has a wide range of additional activities that the pupils enjoy considerably. For example, opportunities for sports, music, dance and performing arts are very well attended and extend pupils' interests. At the start of Year 6, pupils experience a well-timed residential visit. A strong emphasis on English and mathematics ensures pupils reach well above average standards by Year 6, although pupils do not yet have enough opportunities to develop their writing skills by writing at length. Provision for information and communication technology is good, which helps pupils to achieve well. Work in personal, social and health education helps pupils to find out about healthy food options and encourages them to consider lifestyle choices. Pupils with learning difficulties and/or disabilities have access to the whole curriculum which is suitably and purposefully modified to ensure their complete participation. Through their work on the school council, pupils are developing a good awareness of skills which will serve them well in later life.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, with some outstanding features. Levels of care are outstanding and parents rate this as an exceptional feature of the school. The pupils say they feel safe and cared for. A typical comment was, 'If something is worrying you, the teachers will look after you.' Staff know the children and their families very well, which helps them to ensure that each child is safe, happy and ready to learn. Staff implement effectively the good procedures for safeguarding pupils from harm. Support and guidance for children's learning are good. Staff work hard to meet individual pupil's needs and they make good use of targets to focus learning. Teachers' marking of pupils' work is thorough in all classes, but some is mainly ticks and praise whilst the best refers to the learning objectives for the lesson and points out ways in which pupils can improve. Support for pupils with learning difficulties and/or disabilities is effective. Staff who work closely with these pupils do a good job in helping them to make progress.

Leadership and management

Grade: 1

A major reason for the school's success and rapid improvement is the outstanding quality of its leadership and management. The headteacher, with the expert support of her senior team and subject leaders, provides exemplary and authoritative leadership. She has established quickly a shared desire to improve the school, which has invigorated the staff team and brought about recent and rapid change and development. The school has detailed and robust systems for measuring its performance and has a very clear picture of its strengths and areas for development. It quickly identifies weaknesses and strives to tackle them. Consequently, everyone in school feels proud of their own and each other's achievements. A great strength of the school is the way it acts like an extended family where all feel valued and are able to influence the way the school is run. As a result, the school has the overwhelming support of its parents and community. It also has strong working practices with many external agencies and providers to support the work it does for pupils, including those with learning difficulties and/or disabilities, who are fully involved in all that happens in school. The governing body is well informed, knowledgeable about the school, provides a good level of challenge and is keen to see the school develop further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and helpful when we visited your school to find out how well you are doing. Your school does a good job in lots of ways, but we found two things that could be even better. The strengths we found are:

- you all get on exceptionally well together and children of all ages are friends
- you behave extremely well in lessons and around the school
- you really enjoy being at school and the things you do in lessons
- your headteacher does an outstanding job in helping your school to improve
- all your teachers work really hard to find better ways to support your learning
- you work hard in lessons and you are making good progress
- Year 6 pupils reach very high standards
- you enjoy the interesting things you do in lessons
- you have produced some good work in information and communication technology
- special jobs for the older pupils are an enjoyable way of helping everyone in school
- you learn quickly because the teaching is good
- you really enjoy the clubs at lunchtime and after school
- you like the way the staff take care to make sure you are safe and happy.

We would like you to work with your teachers to improve the way you learn.

- You have been working hard to improve your writing and you have already had some success. We want your teachers to give you more opportunities to write longer stories so you can improve your skills further. You must try hard to do your best.
- We have asked your teachers to mark your work so that you know you have been successful in what you have been learning in each lesson. We want them to tell you what you need to learn next. Please think carefully about what your teachers say, so you can try hard to improve.

Thank you for helping me with the inspection of your school.