

Twiss Green Community Primary School

Inspection report

Unique Reference Number	111195
Local Authority	Warrington
Inspection number	288887
Inspection date	24 April 2007
Reporting inspector	Judith Tolley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	221
School	
Appropriate authority	The governing body
Chair	Mrs Doreen Dixon
Headteacher	Miss Lesley McGann
Date of previous school inspection	3 December 2001
School address	Twiss Green Lane Culcheth Warrington Cheshire WA3 4DQ
Telephone number	01925 762346
Fax number	01925 767885

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is an average-sized school. Pupils are predominantly White British. There are no pupils for whom English is an additional language. The proportion of pupils eligible for free school meals is low. The proportion of pupils with learning disabilities and/or disabilities is below average.

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. Standards are exceptionally high and children's achievement is outstanding, as is their personal development. Pupils take pride in their work and are eager to learn. They have excellent relationships with each other and their teachers. Behaviour is exemplary. Pupils are frequently given opportunities to take responsibility and treat these very seriously. This is a major factor in enabling them to make outstanding progress and is at the heart of the school's work. Pupils are given exceptionally high standards of care, guidance and support. As a result they become confident and articulate young people who understand what they need to do to improve their work. They take full advantage of the opportunities they are given to pursue their interests, both in lessons and in extra-curricular activities. They make a valuable contribution to the community. They enjoy coming to school and appreciate the support they are given to enable them to achieve their best.

Outstanding teaching, coupled with their very positive attitudes towards learning, ensures pupils attain high standards and make excellent progress from their starting points. Children join Reception with skills that are above age-related expectations. By the time they enter Year 1 most have achieved the nationally set Early Learning Goals, with a significant proportion exceeding them. By the age of 11, standards in English, mathematics and science are exceptionally high. All children display enjoyment, pride and high levels of concentration in their learning. Assessment information is used very effectively to monitor their progress and set targets. Children themselves have a very good understanding of how well they are doing. Although they are given frequent opportunities to work collaboratively in pairs, they are not always given the chance to test their ideas or learn from each other in larger groups.

The school provides excellent value for money. Leadership and management are good. However, the school's evaluation of some of its own work is too modest. Effective planning for improvement, based on rigorous analysis of assessment information, leads to the school having a clear understanding of its effectiveness and areas of relative weakness. There has been good improvement since the last inspection. The role of middle leaders is being developed effectively; they are now increasingly involved in monitoring, evaluation and strategic planning. This, however, is at a relatively early stage of development. Improvement planning is clearly focused on raising standards and ensuring all pupils achieve their best. Standards have improved significantly year on year and continue to rise. This is as a result of a shared determination amongst staff. The curriculum is good and is regularly reviewed to meet changing needs. The school's capacity to improve further is excellent. The very clear direction and determined leadership of the headteacher has created a very effective learning environment where both staff and pupils continually strive for excellence. The headteacher, strongly supported by the senior leadership team and the governors, has won the confidence of parents and the commitment of staff.

What the school should do to improve further

- Develop the role of middle leaders to involve them more fully in the school's self-evaluation and planning process.

Achievement and standards

Grade: 1

The school considers pupils' achievement to be good. However, from the work seen during the inspection it is evident that achievement is outstanding from the Reception year onwards and that standards are exceptionally high. In national tests Year 2 pupils gain well above average results in reading, writing and mathematics. At the end of Year 6 there are particularly strong performances in mathematics and science at the higher levels. Standards in English have been well above average for the last four years. Standards are high in reading and the school has identified the reasons for the lower performance in writing. Determined action is being taken to remedy this and standards of writing seen during the inspection indicate that they are now equal to those in mathematics and science. Pupils with learning difficulties and/or disabilities make the same outstanding progress as the other pupils.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development is reflected in their exemplary behaviour, their keen awareness of the impact they can have on the environment and their enthusiasm for learning. This in particular is a key factor in enabling them to achieve so well. Spiritual, moral, social and cultural development is outstanding. Pupils are very confident and articulate and know their views are valued and acted upon. They display a high level of respect for adults in the school and concern for others. The inclusive atmosphere, where the achievement and personal development of each child really matters, plays a significant role in ensuring that all pupils feel valued. Pupils welcome responsibilities, for example as members of the Eco committee and the school council, and take their responsibilities very seriously indeed. They play an important role in decision-making in the school and are enthusiastic in putting their ideas for improvement into action. Their moral awareness is developed very well through this experience, as well as through their fund-raising for charity. They have a very good understanding of their responsibilities in school and in the wider world. Pupils understand the importance of eating healthily and the value of regular exercise. The consistently well-above-average attendance figures are a ringing endorsement of pupils' great enjoyment of school.

Quality of provision

Teaching and learning

Grade: 1

Children make rapid progress as a result of outstanding teaching and their exceptional attitudes to work. Children quickly understand new ideas as a result of good planning, clear presentations and very effective questioning. Teachers and teaching assistants provide effective support to enable all pupils to succeed. As a result children respond very positively to the high expectations of their teachers and enjoy the challenges set for them. Teachers know individual pupils very well, and resources and activities are well matched to children's interests and abilities. Lessons are sequenced so that pupils build effectively on what has gone before. Activities regularly involve them in collaborative work. Pupils respond enthusiastically to problem-solving activities where they are given the opportunity to investigate and test new ideas for themselves and share their conclusions with others. However, although pupils are developing independent learning skills, they do not always have sufficient opportunity to share and explore their ideas

fully in a wider context. This is because they are too often restricted to working with a partner rather than with a larger group, reducing chances for them to take responsibility or benefit from a wider range of ideas. Whole-class sessions during lessons are usually used well to check and reinforce learning. Teachers' marking is thorough and designed to encourage and inform pupils how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets pupils' needs and aspirations well and prepares them effectively for the next stage of learning. The school has focussed particularly upon developing and refining writing skills and this has had a significant impact upon standards across all subjects. The provision for art and music is exceptional, but information and communication technology is not used consistently to enhance learning, with pupils having somewhat limited access to computers. Work in personal, social and health education helps pupils to understand their rights and responsibilities within the community and to develop their capacity to stay healthy, fit and safe. Spanish has recently been introduced and pupils display clear enjoyment in using it for routine activities and particularly in singing songs in Spanish. The school regularly reviews the needs of different groups of pupils and adjusts the provision accordingly. Pupils appreciate the wide range of activities available to them at lunchtime and after school. The gardening club, French club, music and sporting opportunities are all well attended and pupils say they enjoy listening to visitors in assemblies.

Care, guidance and support

Grade: 1

Trusting relationships between pupils and adults are at the heart of the outstanding care, guidance and support found within this school. Pupils acknowledge that bullying is rare and, like all their concerns, is always dealt with swiftly and effectively. There are appropriate procedures for health and safety, child protection and risk assessments, and the school follows national guidelines to ensure the safe recruitment of staff. Pupils with learning difficulties and/or disabilities benefit from very good levels of support, enabling them to make the same excellent progress as their peers. Pupils' academic progress is tracked rigorously and action is taken where necessary to ensure all pupils are provided with an appropriate challenge so that they achieve their best. Pupils are fully involved in tracking and planning their progress towards their individual targets; they have a very clear understanding of how to improve their work. Parents are kept well informed of their children's progress and feel confident to approach the school should they have any concerns.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is outstanding and is a key factor in the school's recent improvement. She provides very clear direction and has inspired commitment and enthusiasm from the staff. Since her appointment just over two years ago, she has involved all staff in a rigorous process of self-evaluation. This has been very successful in raising standards, particularly in writing. The role of middle leaders is developing rapidly. A system for monitoring children's progress and setting appropriate targets is proving very effective. Teachers regularly meet to refine teaching and learning strategies in response to the

regular and thorough analysis of assessment information. Resources are used efficiently. The quality of teaching is monitored effectively and all teachers are becoming increasingly involved in the process. This and the clear analysis of outcomes form an accurate basis for further development. However, the school's judgements of the quality of some of its work do not always give due weight to its strengths. Hence this aspect of its self-evaluation is good rather than outstanding. Governors are very supportive of the school and they are developing their capacity to challenge the school and act as critical friends.

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Annex A

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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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	1
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	1
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?	1
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?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	1
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

Inspection of Twiss Green Primary School, Culcheth, Warrington, WA3 4DQ

Thank you for making me feel so welcome when I visited your school recently. I thoroughly enjoyed talking to you and hearing your views. I was particularly impressed by your concern for the environment and by the way you work together with each other and with your teachers to make the school as good as it is.

I am sure you will be delighted to hear that I think your school is an outstanding one. You all work very hard indeed and make excellent progress. By the time you leave the school you reach much higher standards in English, mathematics and science than children in most schools. This is because the adults are good at helping you to learn and because you are enthusiastic about learning new things. You take your work very seriously. You know how well you are doing and how to improve. Recently the adults have been working very hard to help you improve your writing and this has been very successful.

You are looked after very well and your behaviour is excellent. You all get on very well with each other and with your teachers. You told me how much you appreciate the way the teachers listen to your views and act upon your ideas. You play an important role in helping the school make decisions, for example through the school council and the Eco committee. You are good at explaining your ideas and are right to be proud of your achievements.

Your lessons are interesting and I noticed how much you enjoyed working together to solve problems and how good you were at doing this. Your teachers also work together well and I have asked them to do this more often in helping to plan how the school will move forward.

I hope you carry on enjoying your learning and doing such good work. I wish you every success in the future.