

Tintwistle CofE (Aided) Primary School

Inspection report

Unique Reference Number	112923
Local Authority	DERBYSHIRE
Inspection number	289465
Inspection dates	20–21 June 2007
Reporting inspector	Glynn Storer

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	106
School	
Appropriate authority	The governing body
Chair	Mrs Joyce Brocklehurst
Headteacher	Mrs Jo Griffin
Date of previous school inspection	26 February 2002
School address	South Close Tintwistle Glossop Derbyshire SK13 1LY
Telephone number	01457852611
Fax number	01457852611

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school serves the village of Tintwistle in north Derbyshire. Virtually all pupils are from White British backgrounds and none speaks English as an additional language. The proportion of pupils eligible for free school meals is slightly above the national average, as is the proportion with learning difficulties or disabilities. However, no pupils currently have statements of special educational need. Children's attainment on entry, though broadly average overall, is often below that normally expected of four-year-olds in relation to personal, social and emotional development. The school has gained Healthy Schools, Eco Schools Bronze, Global Citizenship and Investor in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. It provides satisfactory value for money and already has several good features. The recently appointed headteacher has taken effective steps to halt a decline in pupils' achievements. She has strengthened teaching and learning by introducing rigorous procedures for assessing pupils' attainment and tracking their progress. This has raised teachers' expectations of what pupils should achieve and has enabled them to identify and support more effectively those pupils at risk of underachieving.

Achievement and standards are satisfactory overall. Children in Reception and Year 1 get a good start to their education. The results of the 2006 tests for seven- and eleven-year-olds showed a drop in standards and a low level of achievement, especially in Key Stage 2, where progress was inadequate. This is no longer the case. The school's tracking and the preliminary results from 2007 show that standards are set to rise above the national average in both key stages. However, standards in reading lag behind other core subjects in both key stages, with the performance of boys being particularly weak. Nevertheless, pupils currently in Years 2 and 6 have made satisfactory overall progress and for many, recent progress has been good.

Pupils' progress is improving because teaching, learning and the curriculum, though satisfactory overall, are getting better. Recent developments in curriculum planning are making many lessons more interesting and improving pupils' enjoyment and their attitudes to learning. However, some pupils are yet to acquire a commitment to reading regularly. Teachers' use of performance information is enabling them to meet the needs of pupils of all abilities more effectively, although this important work does not yet extend to all subjects.

Pupils' personal development and well-being are good. Teachers generally manage pupils' behaviour effectively, and most pupils rise to the challenge to respond well in lessons. However, the poor behaviour of a very small minority still occasionally affects the learning of others. Pupils' spiritual, moral, social and cultural development is good. They are generally well-prepared for the lifestyle challenges that face young people and are beginning to make sensible choices, for example about personal health and safety. A particular strength is pupils' contribution to school and the wider community, which is outstanding. Pupils do well in personal development because they receive good quality care, guidance and support. As one parent wrote: 'My children enjoy going to school...What is important to me is that they are happy and carefree.'

Arrangements for keeping pupils safe are thorough and meet current requirements. Pupils receive good advice on how to improve their work in English and mathematics. Effective target setting and advice have been key factors in improving pupils' progress in these subjects, but do not yet extend to the whole curriculum.

Leadership and management are satisfactory. The headteacher leads the school well and has given fresh impetus to the drive to improve standards and quality. Other leaders support the headteacher effectively and their role in monitoring the school's work is improving. School self-evaluation is accurate but governors do not collect enough first-hand information to properly discharge their duties as critical friends.

What the school should do to improve further

- Raise standards in reading by finding more ways to motivate all pupils, but especially boys, to become committed and enthusiastic readers.

- Further improve systems for setting targets and providing guidance to pupils by extending current arrangements to all subjects of the curriculum.
- Give governors a more prominent role in monitoring the work of the school so that they are better able to hold the school to account for what it achieves.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Most children achieve well in the combined Reception and Year 1 class because the curriculum is engaging and teaching is good. By the end of Foundation Stage, most children attain the early learning goals and pupils at the end of Year 1 often exceed nationally expected standards. Standards at the end of Year 2 vary because year groups are small but have generally been above average. However, standards in reading and writing dropped below the national average in 2006, most notably in reading, where boys' results were particularly poor. In recent years, pupils' achievements at the end of Year 6 have been satisfactory but in 2006, standards fell below the national average in all core subjects and achievement was inadequate. This was because too many did not build on their attainments in Year 2.

The school has taken effective action to reverse this decline in standards and achievement. There is clear evidence in the school's records and in pupils' recent work that standards are again rising and are set to be above average in 2007. Overall achievement is satisfactory because, although pupils in Years 1 and 2 have made the normally expected rate of progress over time, it has not yet matched that in Reception and Year 1. For many in upper Key Stage 2, progress in recent months has been good. However, pupils' performance in reading, especially that of boys, remains weaker than that in other core subjects.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Most enjoy school and as a result, attendance is above the national average. Pupils' spiritual, moral, social and cultural development is generally good. Pupils usually get on well, behave well and act on a clear understanding of what is right. However, the poor behaviour of a small minority of pupils still occasionally interrupts their own and others' learning. The school's Christian ethos promotes spiritual development effectively and their work for the Global Citizenship Award has been a good preparation for life in a culturally and ethnically diverse society. Pupils are adopting increasingly healthy lifestyles, exemplified by their energetic play, their participation in sport and their healthy eating. They know how to keep safe and positive attitudes to learning, along with sound basic skills, equip them satisfactorily for their on-going education and for the future world of work. Pupils' contribution to community is outstanding. The work of the school council, the playground buddies and the gardening club enables pupils to make a real difference to school life and projects, such as improving a local nature area, litter picking, efforts to reduce traffic congestion and art in the community promote citizenship and make an excellent contribution to the wider community.

Quality of provision

Teaching and learning

Grade: 3

Improvements in the quality of teaching have been key elements in the headteacher's drive to improve pupils' progress. Teaching and learning are satisfactory overall. Good teaching in Reception gives children a solid start to their education. Recent developments in tracking and target setting in Years 1 to 6 are helping teachers to accelerate pupils' progress in the core subjects but these arrangements do not yet extend to all subjects. Good relationships between teachers and pupils create a positive atmosphere in most classrooms. They promote improved attitudes to learning that are sustained by planning that brings higher levels of interest and challenge to many lessons. In lessons that are less successful, teachers' failure to give all pupils the opportunity to participate fully, and monitoring of pupils' learning that does not pick up misunderstandings quickly enough, slows the pace of learning and reduces the progress that some pupils make.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. The school has improved the curriculum for the Foundation Stage, which now makes good provision for outdoor learning in all areas. The curriculum for Years 1 to 6 has a satisfactory emphasis on literacy and standards in writing are rising. However, the school is, rightly, seeking to improve the range and quality of reading activities in order to motivate all pupils, but especially boys, to become more proficient readers. Recent moves to link subjects are bringing added motivation and challenge to many pupils and the provision of wireless laptop computers is extending pupils' use of information and communication technology (ICT) across the curriculum as a whole. These initiatives have potential to improve the overall quality of the curriculum, but it is too soon for their impact to be fully evaluated. Staff modify the curriculum effectively to ensure that pupils with learning difficulties succeed and make sound progress. A good range of educational visits, special events, such as community projects and science and technology workshops, add to pupils' enjoyment and achievement.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pastoral care is effective. Pupils trust their teachers and relationships are good. The school has worked hard to eliminate bullying, racism and other unacceptable behaviour. Pupils state confidently that bullying is now rare and that they are confident that staff deal effectively with any hurtful or disruptive behaviour. Procedures for safeguarding pupils meet government requirements. The school checks on the suitability of all who work with children and its policies and training for child protection are up to date. Academic guidance is good. Since the last inspection, there have been significant improvements in the tracking of pupils' progress, the quality of target setting and guidance for individuals and groups, and to the additional support for pupils who underachieve. The impact of these improved procedures reflects in rising rates of progress in core subjects but they are only just beginning to influence pupils' performance in other subjects.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher's effective leadership has been central to improving teaching, learning and the progress that pupils make. Her fresh vision for the school has inspired confidence and commitment from the staff. She holds each teacher accountable for the progress that pupils make by rigorously tracking pupils' progress to identify those at risk of underachieving. This has resulted in higher expectations, a more challenging diet of work and good support for pupils of all abilities. Other staff with management responsibilities are developing their roles satisfactorily and, together with the headteacher, set a clear direction for the school. A developing strength is the way in which senior staff use performance data to identify and address weaknesses. Although there is scope to further embed leaders' roles in checking on standards and quality, school self-evaluation already gives an accurate picture of strengths and weaknesses and, along with the growing impact of leaders at all levels, gives the school a good capacity for further improvement. Governance is satisfactory, although governors do not gather enough first-hand information to hold the school to account for what it achieves.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

22 June 2007

Dear Pupils

Inspection of Tintwistle CofE (Aided) Primary School, Glossop, SK13 1LY

Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I particularly enjoyed seeing the crane that Class 1 had made and talking to members of the gardening club at lunchtime.

Anyway, I thought that you would like to hear what I found out about your school.

There are many good things happening in your school:

- lots of things at your school have improved during the last two years
- standards are improving and almost all of you are making the progress that you should
- your learning is sound because your teachers plan work and arrange extra activities that are interesting
- you do lots of things to improve the environment and to help the local community
- you get on well with your teachers, with the other adults and with one another
- your teachers and other adults help you when you have problems and make sure that you are safe
- Mrs Griffin, the staff, governors and pupils work hard to make the school a better place.

There are a few things that could be even better. I have asked teachers find as many ways as they can to get you interested in reading so that you, but especially the boys, become better readers. I also have asked them to use targets and good advice, like those that have helped you do better in English, maths and science, to improve your progress in all subjects. Finally, I have asked governors to check more regularly on how well you are doing.

I hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

Lead Inspector