

# Tattenhall Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	111108
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310502
<b>Inspection date</b>	15 April 2008
<b>Reporting inspector</b>	Paul Bamber

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Blackhurst
<b>Headteacher</b>	Mrs Laura Noble
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Chester Road Tattenhall Chester Cheshire CH3 9AH
<b>Telephone number</b>	01829 770477
<b>Fax number</b>	01829 770842

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and particularly investigated the following issues: pupils' overall achievement but particularly their standards and achievement in Key Stage 1; standards on entry to the Foundation Stage and on entry to Year 1; the curriculum; and the quality of care, guidance and support. Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies, minutes and other documentation; observation of the school at work; discussions with members of staff, pupils, the governors and a group of parents and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

The majority of the pupils who attend this smaller than average size village school come from the village and nearby areas. The majority come from relatively advantaged backgrounds. The proportions of pupils from minority ethnic heritages, those who speak English as an additional language, claim a free school meal or have learning difficulties and/or disabilities are all lower than the average. The school's management team is relatively new with the headteacher and assistant headteacher appointed in 2007. The school has a number of awards including the Artsmark Gold, the Activemark and 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: 2

This is a good school that ensures pupils make good progress overall and attain above average standards by the time they leave Year 6. Underpinning pupils' good achievement is their effective personal development and the sensitive way in which their welfare is assured. Parents confirm that their children are safe and well looked after. They identify the before and after-school clubs, the personal attention their children receive and the very good communication between the school and parents as key factors influencing their view. The richness of the curriculum provides well for pupils' good spiritual, moral, social and cultural development. The vibrant displays evident throughout the school reflect the school's Artsmark Gold Award and pupils' high standards in art. Year 5 pupils are excited to have the opportunity to learn a musical instrument and this was reflected in an enjoyable lesson in which they prepared for a local musical festival. The curriculum is further enhanced by a broad range of after school clubs that promote pupils' physical and aesthetic development.

The quality of teaching and learning is good overall. In most lessons, pupils learn at a brisk pace, are keen to complete tasks successfully and enjoy using practical equipment and applying previously developed skills. Where teachers encourage pupils to link their learning in different subjects, pupils begin to see that their knowledge and skills can be used in many different contexts. This was evident in a Year 3 lesson in which the way pupils were asked to record their learning in science and design and technology extended their understanding and use of words that link phrases together. In a small number of lessons, the pace is slower and as a result, pupils are not as attentive or as involved in their learning. Overall pupils have good attitudes to school. Most participate enthusiastically in lessons and in the out-of-class activities on offer. They are keen to reach the targets set for them, capable of reflecting sensibly on their own progress and cooperate well in pairs and groups. However, they are not always consistently encouraged to present their work well or to check the accuracy of their spelling. Whilst, in many aspects the school has made good improvement since the last inspection, it has been least successful in addressing these two relatively weak aspects of pupils' work.

As a result of the good overall quality of teaching most pupils achieve well. Children make good progress in Reception (Foundation Stage) and enter Year 1 with above expected skills in all areas of their learning. Over the past two years, mainly because of staffing issues, pupils in Key Stage 1 have achieved only satisfactorily at best. The school's leadership has recognised this and rigorously analysed where pupils should improve. It has implemented strategies to address the weaknesses. For example, more focused teaching of letter sounds and better deployment of support staff have resulted in pupils of all abilities achieving better and reaching higher standards. The most recent teacher assessments in Year 2 indicate that standards are now above average in reading, writing and mathematics. Whilst pupils now make satisfactory progress in Key Stage 1, they still do not achieve as well as other pupils in the school.

In Key Stage 2, pupils make consistently good progress in English and mathematics. As a result, they have consistently attained above to well above average standards in these two subjects over the last three years. Progress in science has been less good. Again leaders have acknowledged this and introduced more rigorous assessment procedures in science, initiated more practical work and trained staff to use information and communication technology more productively in lessons in order to help raise standards. This has been successful and reliable school tracking data shows science standards to be well above average in the current Year 6.

A positive feature of the good leadership and management is the strong partnership the school has forged with other schools to facilitate sensitive induction into Reception and stress free transfer to secondary schools. Parents particularly praise this aspect of the school's work and comment very positively about how well their children cope with the move to larger schools. Links with the community are strong to the mutual benefit of the village and of pupils. The school's facilities are used for local activities and pupils' learning is enhanced by visitors and visits. For example, pupils were very enthusiastic about visiting local senior citizens to sing for them and to hear about their experiences and views.

The school is generally accurate in its view of itself but slightly over estimates some aspects of its provision. For example, there are outstanding aspects of the curriculum but it is only this year that it is beginning to fully meet the needs of pupils in Key Stage 1. Governors play an active role in supporting the school's work and keeping a keen eye on its performance. They rightly celebrate the positive influence of strong but sensitive leadership by the headteacher and that of her new assistant headteacher as key to the school's effective provision and improving standards. Together, the proven track record of recent improvement and the very positive support of parents, governors and the community, indicate a good capacity for the school to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The quality of provision is good. This enables children to achieve well and develop their skills effectively in all areas of their learning. The children's day is well organised, providing them with a happy balance between activities that teachers direct them to and lead, and those they choose for themselves. Their learning is well supported by the class teacher and support staff all of whom help the children to settle quickly into routines and encourage them to become increasingly independent. Parents value highly the regular feedback they receive from the staff about their children's welfare and progress. Staff are in a good position to give accurate progress reports because they regularly and rigorously record children's achievements in all areas of their learning. The school is aware that on some occasions, adults do not talk sufficiently with children about what they are doing in order to develop children's language skills. They sometimes ask too many questions that only require a one word or short phrased answer. Children's personal, social and emotional development, their knowledge and understanding of the world and their mathematical development are strong. The Foundation Stage is effectively managed with staff constantly looking to improve provision. For example, a new covered outside area is to be built imminently to complement the existing outside classroom.

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

- Improve pupils' achievement in Key Stage 1.
- Ensure that pupils consistently present their work to their best ability and pay more attention to spelling accurately.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Tattenhall Park Primary School, Chester, CH3 9AH

I enjoyed my visit recently, thank you for making me feel so welcome and telling what you liked about your school. Many of you told me that you really enjoyed your lessons and the many other activities available for you to join in. I agree with you that it is a good school.

I was very impressed with the quality of your art work that is so well displayed around the school. You are taught well and this helps you to learn a lot and to go to secondary school with good standards. Children in Years 1 and 2 have not done quite so well recently as those in the Reception class and in Years 3 to 6, although this situation is now improving.

It was lovely to see Year 5 pupils learning to play a musical instrument and some of the infants at their dance club. The school council told me what a lot they learn from the visitors who come in to school and their visits to museums, art galleries and residential centres. The teachers who run the school have done lots of things to improve your education and they are good at seeing what it is that some of you need to do better. Your parents were especially keen to tell me how well all the adults in the school look after you and make you feel safe. I agree with them.

Part of my job is to point out what schools could improve on even more. For your school, these are:

- To make sure that the children in Years 1 and 2 make the same good progress as all the other children in the school
- For you to be more careful when you present work in your books and to take more care with your spelling.

Obviously you can really help a lot with the second one!

Thank you again and best wishes for the future.