

Tyntesfield Primary School

Inspection report

Unique Reference Number	106335
Local Authority	Trafford
Inspection number	324375
Inspection date	30 October 2008
Reporting inspector	Stephen Wall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	376
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Malcolm Cunningham
Headteacher	Mrs Kylie Spark
Date of previous school inspection	9 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Alma Road Sale Cheshire M33 4HE
Telephone number	0161 9734877
Fax number	0161 7181281

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: personal development and well-being, teaching and learning and care, guidance and support. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a larger than average school in an area of generally favourable economic and social circumstances. Few pupils are entitled to free school meals. The proportion of pupils from minority ethnic backgrounds is broadly average, as is the proportion of those for whom English is an additional language. The number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is well below average. A new headteacher has been in post since September 2008 following the retirement of the previous incumbent.

There is a before and after school provision on-site, but it did not form part of this inspection.

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 in which pupils' personal development and well-being are outstanding. It offers good value for money. The recently appointed headteacher is providing the school with dynamic leadership. In a short time she has identified accurately the school's strengths as well as those areas where it could be doing even better. Staff are responding positively to her purposeful leadership; high levels of teamwork in the pursuit of improvement are obvious. This is giving the school good capacity to improve further. The school is highly regarded in the community it serves and is oversubscribed. Parents value the education it provides. 'I am glad I chose this school for my children. They love going to school. They are making good progress because nothing is too much trouble for the teachers,' was a typical comment. Some parents feel that the school should seek their views more regularly. The newly appointed headteacher agrees with this and plans are already in place to address this.

Pupils' behaviour is exemplary. They are polite to each other and welcoming to visitors. They really enjoy school as seen in their well above average attendance. Pupils' social, moral, spiritual and cultural development is of the highest order. They have a very firm grasp of right and wrong. They show unusually high levels of understanding and respect for other cultures and world religions. Pupils talk excitedly about the importance of healthy lifestyles. They are enthusiastic about the healthy lunches provided at school and enjoy the wide range of sporting activities on offer. Pupils feel safe in school and praise their teachers who, 'always have time for us and help us with any problems'. Pupils enjoy the many opportunities they have to take on responsibilities such as by becoming play leaders. They enjoy helping charities and proudly display their impressive collection of charity shoeboxes which are being collected for Christmas distribution. The school does a good job in preparing pupils for the next stage of their education. By the time they leave, pupils are confident, articulate and inquisitive.

Standards are above average and achievement is good. Many children join the Early Years Foundation Stage (EYFS) with skills in line, or above typical expectations for their age. From this point, pupils make good progress to attain standards at the end of Key Stages 1 and 2 that are consistently above average and sometimes well above average. While the school consistently meets its targets for the end of Key Stage 2 test results, it is rightly keen for an even greater proportion of pupils to attain the higher levels in the tests. The few pupils with learning difficulties and/or disabilities also make good progress because of the effective support they receive. Pupils' progress is good because teaching is effective in promoting good learning and positive attitudes. Teachers plan challenging lessons. They mark pupils' work conscientiously and indicate in their comments what pupils need to do to improve. Relationships in classrooms are very strong so that pupils' behaviour is impeccable. Pupils' learning is at its best in lessons which engage them actively and foster their natural inquisitiveness to find things out for themselves. However, occasionally, teaching is too teacher-led. Pupils are expected to listen passively for too long and carry out repetitive tasks. In these lessons, the pace of learning drops.

Care, guidance and support are good overall. Procedures for safeguarding pupils are in place. Excellent links with outside agencies are firmly established to support pupils with particular needs. Pupils trust teachers to deal effectively with problems such as isolated incidents of bullying. Support and guidance for pupils' academic development is improving. A very good system of tracking pupils' progress as they move up through the school is in place. However, this is at an embryonic stage and its impact is, therefore, only limited.

Leadership and management are good. Leaders and managers are eager to drive the school forward and make it even more effective. The dynamic leadership of the headteacher is rejuvenating the school. Subject managers have responded positively to having their responsibilities more closely defined, for example. They feel empowered to 'get things done'. Effective monitoring of teaching and learning has introduced greater accountability as well as identifying professional development needs. Governance is good. It is supportive and increasingly rigorous in holding the school to account for its work.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Many children enter the EYFS with skills that are above those typical for their age. Good induction procedures ensure they settle quickly into the Nursery. There is a warm and welcoming atmosphere throughout the EYFS. Children feel safe and secure in the nurturing environment. Children make good progress in the EYFS because teaching is good. By the end of Reception, standards are consistently above age related expectations and in some aspects, such as language and numeracy, well above average. Adults form very good relationships with the children. They are excellent role models providing very high levels of care and support. The learning environment is stimulating. Children enjoy the good range of learning activities provided for them. There is a good balance between teacher-led activities and activities which the children initiate themselves. However, limited access to outdoor provision in the Reception classes restricts possibilities for the children to explore the world around them and develop their physical skills. Leadership and management are good. Children's progress is accurately monitored. The results are used to identify individual children's needs and match resources and activities to meet them.

What the school should do to improve further

- Make teaching consistent in engaging pupils actively in their own learning.
- Make more effective use of the system for tracking pupils' progress.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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**

Thank you for making me welcome and treating me with such courtesy when I visited your school. I enjoyed talking to many of you. What you told me helped me in judging how effective your school is.

You will be pleased to know that you go to a good school. I was very impressed with your behaviour and how well you all get on together. I was also very pleased to see how good your attendance is – well done! This shows that you enjoy coming to school. You make good progress in your learning as you move up through the school because the teaching you receive is good. However, there is room in some lessons for you to be given more opportunities to find things out for yourselves and be more active in your learning. Your teachers and the other adults working with you take good care of you and help you with any problems. They want you to succeed so they have introduced a new system for tracking your progress. I am asking your teachers to make really good use of this to support and guide you in your learning so that each one of you does as well as you possibly can.

A lot of the success of your school is down to your hard work and your positive attitudes. I am confident that you will continue to play your part in the coming years to make sure your school goes from strength to strength.