

Twiss Green Community Primary School

Inspection report

Unique Reference Number	111195
Local Authority	Warrington
Inspection number	337636
Inspection dates	9–10 November 2009
Reporting inspector	Philip Martin

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Rev Paul Martin
Headteacher	Miss Lesley McGann
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at pupils' previous work, policies and procedures, including those concerned with ensuring pupils' safety and well-being, improvement plans and the school's self-evaluation of its current strengths and weaknesses. Inspectors also checked the responses to 87 questionnaires sent to parents and a number of pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school had maintained high standards and the excellent quality of education noted in the previous inspection
- the extent and impact of monitoring and evaluation carried out by the school's middle managers
- how well the school supports pupils with special educational needs and/or disabilities and the most able pupils
- how information and communication technology (ICT) is used to support pupils' learning
- how well the school promotes community cohesion.

Information about the school

Twiss Green Community Primary School is an average sized school. The proportion of pupils eligible for free school meals is much lower than the national average. Almost all pupils are from White British backgrounds and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is lower than average, although the proportion of pupils with a statement of these needs is about average. A Reception class provides for children in the Early Years Foundation Stage. The school holds the Healthy Schools Award, Activemark and Eco School Awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The school has been particularly successful in maintaining the consistently high standards that pupils reach in English, mathematics and science. These high standards reflect the outstanding progress made by all pupils. Outstanding teaching and a rich curriculum are important factors in helping pupils to achieve so highly. Pupils' excellent behaviour, their willingness to learn and their excellent attendance are other key factors contributing to their outstanding achievement. Pupils' attainment in ICT has risen significantly since the last inspection and is now above average. Pupils display very good personal qualities, including their spiritual, social, moral and cultural development. This reflects the outstanding care, guidance and support provided. In questionnaires asking for their views, the overwhelming majority of parents agreed that the school keeps their children safe. Pupils' responses to questionnaires and in discussion showed that the vast majority feel very safe and greatly enjoy school.

The headteacher and other leaders have been highly effective in making improvements since the previous inspection. The school's outstanding capacity for sustained improvement is demonstrated by its successful maintenance of high standards and pupils' excellent progress. Since the previous inspection, there has been a rise in standards in writing and in ICT. Middle managers are increasingly involved in checking on performance and in identifying where further development is needed. The school recognises that the use of assessment, while good overall, is not yet consistently at the high level senior leaders would like it to be. While teachers' marking offers good advice and guidance in English, this good practice is not consistently evident in other subjects. The school makes a satisfactory contribution to community cohesion. It has analysed what it does successfully and informally identified the action that it still needs to take. However, there is, as yet, insufficient detail regarding this area in the school's plan for further improvement. The school makes a valuable contribution to the local community, shares activities with parents and offers them guidance and support as required. Pupils provide effective support for a range of charities through fund-raising, and make a significant contribution to a village school in Malawi. In contrast, pupils have few opportunities to engage with pupils from a wide range of backgrounds in the wider community.

What does the school need to do to improve further?

- Improve the use of assessment by:
 - ensuring that the good practice evident in the marking of pupils' work in English

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is used consistently in all subjects.

- Extend the school's contribution to promoting community cohesion by:
 - providing more opportunities for pupils to take part in activities with others from a range of different backgrounds.

Outcomes for individuals and groups of pupils**1**

Pupils enjoy school very much. This is borne out by their attitudes to learning noted in lessons, in discussion and in their response to questionnaires. Progress in lessons is usually outstanding because pupils behave extremely well; they are attentive and interested and work very well individually and in groups. Pupils start Year 1 with skills that are well above those expected for their age. They make excellent progress to attain high standards in English, mathematics and science by the end of Year 6. Overall progress accelerates, particularly towards the end of Key Stage 2 and pupils' learning and knowledge are very well consolidated. The very small number of pupils from minority ethnic groups makes similar progress to their classmates. Pupils with special educational needs and/or disabilities are very well supported so they also achieve very well in relation to their prior attainment and enjoy the work they do. The school is very effective in identifying and supporting its most able pupils, enabling them to make the most of their time at school. Pupils take good advantage of a wide range of opportunities to develop above average ICT skills. They use these effectively to support their work in other subjects.

Pupils have an excellent understanding of how to keep safe and healthy. They know the importance of a balanced diet and the contents of their lunchboxes usually reflect this. Pupils willingly undertake a varied range of responsibilities and make a very good contribution to the school community, but less so to the wider United Kingdom community. Pupils develop a secure knowledge of their own culture, for example, through their work on Shakespeare's *Macbeth*. They develop positive attitudes to different faiths and cultures. Pupils' high quality literacy and numeracy skills, their excellent attendance and very effective social skills stand them in good stead for the future. However, they have fewer opportunities to apply some of these skills in real life situations, for example, in managing budgets or simulating businesses.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Outstanding teaching helps pupils to maintain high standards and to make excellent progress throughout their time at school. Teachers plan relevant lessons, building well on what pupils know and understand. They adjust teaching to deal with issues that arise during lessons. Lessons are interesting. One pupil noted how much she enjoyed Shakespeare, despite her initial misgivings. An outstanding feature of many lessons is teachers' realistic and high expectations for what pupils will understand and be able to learn. While all teachers match work well to pupils' needs, teachers in Years 5 and 6 often provide an extremely precise match of work to their needs. Regular assessments of pupils' progress feed well into the way teachers plan work and judge the effectiveness of their teaching. However, the good quality marking in English is evident only inconsistently in other subjects.

The curriculum is enriched by a very good range of activities, visits and visitors and out-of-school clubs. As well as adding interest to lessons and learning, these support the positive outcomes for pupils in terms of their personal development very well. Pupils use their literacy and ICT skills very well in other subjects. The school has a good quality website on which pupils are encouraged to follow through and comment on aspects of what they are learning. This also provides an effective means of communicating with parents. The school is deeply and successfully committed to ensuring the well-being and welfare of all pupils. Partnerships with outside agencies have very good impact on the support that the school provides, for example, for pupils with special educational needs and/or disabilities. Pupils consider that the 'worry boxes' are a useful and effective way of sharing their concerns.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a clear, purposeful vision for the school's development and has successfully shared this ambition and her high expectations with other members of staff. Monitoring and evaluation of teaching and learning by the headteacher and other staff very effectively identify strengths and areas for improvement, as well as good practice to be shared. Procedures for making sure that pupils are kept safe are robust, meet requirements and are well understood by adults in school. The school's very effective work to ensure inclusion and equal opportunities is reflected in the outstanding outcomes for all pupils. Governors have a good understanding of the school. They provide effective support as well as constructive challenge. Some governors are new to the role and are working hard to ensure they develop the understanding and skills required to become effective members of the governing body. Partnerships with parents are particularly strong. Parents make a significant contribution to the school, not least through financial support. The school keeps parents well informed about school life and their children's progress. The school satisfactorily promotes community cohesion and has assessed those aspects it does well and those it needs to develop.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness with which the school deploys resources to achieve value for money	1
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Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills that are above those expected at that age. During the Reception Year the vast majority, including those with special educational needs and/or disabilities, make very good progress. Consequently, they reach well above average standards in all areas of learning, particularly in communication, language and literacy and in their personal, social and emotional development. This means that they can communicate effectively, have positive attitudes to their learning and work and play harmoniously. They have a good understanding of how to stay healthy and safe, supported by staff's good attention to ensuring children's welfare at all times.

The staff understand children's needs and abilities very well and plan a broad range of activities to help them to develop very well in all areas of their learning. They provide a good balance of activities so that children can follow their own interests as well as being stimulated and motivated by adults. Parents are involved well, for example, through induction activities or by attending 'Phonics for Parents' sessions, in which they work alongside their children. The school provides children with a well-equipped environment. Staff make the best possible use of the secure outdoor area but its small size limits its usefulness as a resource for learning.

The experienced Early Years Foundation Stage manager provides clear and well-established routines that help to ensure that all children's learning and development are supported well. However, she is aware that systematic planning for improvement in the Early Years Foundation Stage is not yet well defined and is taking the necessary action to address this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The parents who responded to a questionnaire about their views show that the overwhelming majority agree or strongly agree that their children enjoy school. All felt that their children are kept safe. Responses to most other areas were equally positive. A typical comment notes that 'the school encourages pupils to work exceptionally hard and

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achieve high results'. A very small minority felt that the school did not help them to support their children's learning or that their concerns or suggestions were not listened to. The inspection team agrees with the parents' positive opinions and finds no evidence to support their negative views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Twiss Green Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 87 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	77	19	22	1	1	0	0
The school keeps my child safe	65	75	22	25	0	0	0	0
The school informs me about my child's progress	53	61	34	39	0	0	0	0
My child is making enough progress at this school	55	63	31	36	0	0	1	1
The teaching is good at this school	67	77	19	22	1	1	0	0
The school helps me to support my child's learning	53	61	30	34	4	5	0	0
The school helps my child to have a healthy lifestyle	45	52	39	45	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	55	25	29	1	1	0	0
The school meets my child's particular needs	53	61	31	36	0	0	1	1
The school deals effectively with unacceptable behaviour	45	52	34	39	2	2	2	2
The school takes account of my suggestions and concerns	37	43	42	48	4	5	0	0
The school is led and managed effectively	60	69	24	28	1	1	1	1
Overall, I am happy with my child's experience at this school	68	78	17	20	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 November 2009

Dear Pupils

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

I would like to thank you for the welcome you gave to my colleagues and me when we inspected your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire. The questionnaires told me that most of you enjoy school very much.

We found that yours is an outstanding school and you have a lot to be proud of! You make very quick progress across the school and this speeds up even more in your final years at Twiss Green. Teaching is outstanding, with your teachers planning work that very closely matches what you need to know. Your lessons are interesting and the wide range of activities that you experience help you to learn, keep healthy and safe, and to enjoy your time at school. The standards you reach in English, mathematics and science at the end of Year 6 are much higher than in most schools in the country. Your behaviour is excellent, you have very positive attitudes to school and you talk to each other, your teachers and to visitors very politely and respectfully.

There are a couple of ways in which the school can be even better. Teachers help you to learn by giving you advice on how to improve when they mark your work. This is particularly good in English but sometimes is not as good in other subjects. Another area where the school can become even better is by giving you more chances to meet and work with children from other schools and backgrounds to widen your experiences.

You can help by continuing to do your best at all times and following the guidance you get from your teachers.

Yours sincerely

Mr Philip Martin

Lead inspector

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