

Tarporley CofE Primary School

Inspection report

Unique Reference Number	111260
Local Authority	Cheshire West and Chester
Inspection number	337651
Inspection dates	14–15 June 2010
Reporting inspector	Michael Hewlett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Ms Sue Whaley
Headteacher	Mr Vince O'Brien
Date of previous school inspection	31 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed 10 teachers. They held meetings with governors, senior staff and groups of pupils. The inspectors observed the school's work and scrutinised a range of documentation including that related to the school's management, safeguarding and pupils' attainment and progress. They also took into account questionnaires returned by 84 parents and carers, 100 pupils from Key Stage 2 and 25 staff.

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

- The achievement of pupils in Key Stage 2, with a particular focus on their progress in science to determine whether the teaching is sufficiently challenging.
- The quality of the provision in the Early Years Foundation Stage and whether it is adapted to meet children's needs.
- The impact of leadership and management.

Information about the school

This school is smaller than average. Most pupils are White British. Few are from minority ethnic groups and a few speak English as an additional language. The proportion of pupils known to be eligible to receive free school meals is very low. Few pupils have special educational needs and/or disabilities. The school has achieved the National Healthy School Status, Activemark and Eco-Schools Green Flag status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Tarporley is a good school where pupils achieve well and attain high standards. It is successful because the headteacher, other staff and governors have prioritised raising achievement by improving the quality of teaching and learning and making the curriculum more relevant and engaging. Staff and governors contribute to the review of the school's performance. Leaders and managers have a clear focus to improve learning for all pupils. Key to the improvement in pupils' achievement is the rigorous self-evaluation. The school has an accurate view of its strengths and areas for development. For example, it recognises that pupils' understanding of different cultures, although satisfactory is no better. The school has a good capacity for sustained improvement.

Most children begin Reception with skills which are typically above the levels expected for their age. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing children's independence and personal and social skills. By the end of Key Stage 2, pupils' attainment is high in English and mathematics. In science attainment is above average: pupils' progress is slower because they have too few opportunities to undertake scientific investigative work. Pupils' current work and the school's detailed tracking systems show that progress is good overall across the school for all groups, including pupils with special educational needs and/or disabilities, those whose circumstances make them more vulnerable than others and those who speak English as an additional language.

The school's work has some strong features. These include pupils' positive attitudes to learning and their excellent attendance. Pupils are keen to share their good understanding of the importance of leading a healthy lifestyle and they say they always feel safe. Pupils have a voice in school and readily share their views and opinions. As one member of the school council commented, 'Every one of us can make a difference at Tarporley.' Good teaching and an exciting curriculum allow pupils to develop their individual strengths. While most of the teaching is good, in some satisfactory lessons teachers spend too much time talking and this reduces time for pupils to contribute. It also slows the pace of learning. Marking is not as helpful as it should be in directing pupils' next steps.

What does the school need to do to improve further?

- Raise pupils' attainment and achievement in science by:
 - providing pupils with more opportunities for investigative work, independent learning and challenging tasks.

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- Improve the quality of the teaching so that the school's best practice is reflected throughout by:
 - ensuring that teachers use time well so that no one aspect of the lesson overrides others
 - regularly providing feedback and clear guidance to pupils about what they need to do to improve.
- Broaden pupils' understanding of the wider world and their contact with it.

Outcomes for individuals and groups of pupils**2**

Tarporley is a great school, everyone is friendly and teachers make our work really interesting,' was a comment that sums up pupils' views. Pupils apply themselves well to tasks and, consequently, make good progress in their learning. They behave well, are committed to learn and enjoy the positive encouragement that they receive. As a result, achievement is good and pupils enjoy their lessons and their time in school. This contributes to the high attendance, with almost one third of pupils having 100% attendance over the full year.

Overall, all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points, leading to high attainment by the end of Year 6. A significant proportion of pupils attain highly for their age in English and mathematics. Recent improvements in the curriculum are beginning to result in more opportunities for pupils to produce extended pieces of writing and take a greater responsibility for directing their learning. This has yet to happen in science where too many of the tasks and investigations remain overly directed by the teacher, resulting in slower progress for pupils and fewer pupils attaining high levels.

Pupils have a good understanding of how to live healthily. They participate enthusiastically in the many available sporting activities and take full advantage of the extensive school grounds. Pupils experience much joy in learning and fully appreciate their natural surroundings. They respect the needs of others and have a well-developed sense of right and wrong. They readily cooperate with pupils from other schools and share common values. This was confirmed by pupils who said, 'We play well together here, we all take turns.' Pupils are keen to take on responsibilities and make a good contribution to the school and wider community. For example, a group of older pupils planned lessons in mathematics for their 'buddies' in Year 3. They took their roles very seriously and made sure that they set the work at just the right level. Pupils' cultural development is not so strong. The ability of pupils to use the key skills of oracy, literacy, numeracy, and information and communication technology that contribute to their future economic well-being is good.

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	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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?

Good behaviour and relationships are important factors that contribute to the good quality of teaching. Strengths include teachers' high expectations of learning and clear lesson plans that explain how the needs of different groups are to be met. These qualities were evident in a successful English lesson in Year 5. Pupils wrote 'persuasive' letters encouraging decision makers to award the 2018 World Cup to England. They were excited by the relevance and immediacy of the topic and were keen to edit and improve their work. They assessed their work and that of their classmates and made rapid progress. Importantly, they received feedback from their teacher which explained exactly what they needed to do to improve their writing. In the more ordinary lessons, pupils spend too long listening to the teacher and they are not always clear on how to move on to the next step in their learning. Nevertheless, skilled teaching assistants ensure that pupils with special educational needs and/or disabilities make the same good progress as their classmates.

A good and improving curriculum has a positive impact on pupils' attainment. A move to a topic-based approach has increased pupils' enjoyment and engagement. Pupils make the most of, and thoroughly enjoy, the many opportunities they are given to join in sporting, social and artistic activities. The curriculum is enriched by a wide range of educational visits and visitors.

Most parents and carers say that the school is very caring and supervises pupils well to ensure their safety. This is borne out by the inspection's findings. Staff know pupils as individuals and provide support that is tailored to their specific needs. Well-judged provision for those who have special educational needs and/or disabilities as well as for

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those who have special gifts or talents and those who speak English as an additional language meets their needs well. There are good partnerships with outside agencies and first-class transition arrangements with pre-school groups and the local high school which contribute to very smooth transfers. The school's support to encouraging attendance has a very good impact.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is the keystone of the school, providing strong leadership, clear educational direction and ambition to improve. The ethos established in the school is one of promoting equality for all, evident in the many aspects of support for different groups of pupils and the good use of data to monitor the progress of each group. The governing body is very instrumental in supporting and holding the school to account. It makes sure that all statutory requirements are met and the school's procedures for safeguarding are good. Systems are very effective and very regularly monitored. All aspects of the budget are carefully monitored to get the best value from it. For example, staff are deployed effectively to ensure that they have maximum impact on pupils' learning. The management and monitoring of teaching and learning are rigorous and supportive. As a result, the school knows itself well and has a clear picture of its strengths and weaknesses. This informs strategies for the school's improvement that have successfully maintained high attainment as well as improving the progress that pupils make.

The school makes a satisfactory contribution to community cohesion. It is at the heart of its local parish. This partnership enables the school to contribute greatly to its local community and pupils benefit from the school's close and productive partnerships with parents and carers. These are important factors in pupils' good achievement. The school promotes among pupils a good tolerance and understanding of a range of cultures and faiths. Opportunities to make the most of the diversity and richness of the wider world and pupils' contact with it are not, however, sufficiently advanced.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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	
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage from starting points mostly above those typically expected for their age. Very good transition arrangements ensure that they settle quickly into a safe, secure and welcoming environment. They make good progress as a result of good teaching and staff who provide children with challenging and exciting activities. As a result, when children move to Year 1 they are generally already working in the National Curriculum having surpassed the age-related skills for their age in all areas of learning. For example, they make impressive strides in language. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing which develops their spoken language and provides good opportunities and reasons for writing. Children's personal development, including their behaviour, is good. They are given clear boundaries and expectations and respond remarkably well. They play together happily and form warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that challenge and keep them actively involved. For example, they take great pride in their garden area and understand what their role is in ensuring that the plants and vegetables survive. As one child explained proudly, 'If I didn't keep watering the rhubarb and strawberries then they wouldn't be growing would they?'

Leadership and management of the Early Years Foundation Stage are good. The introduction of a varied curriculum takes full advantage of the attractive environment inside and outside the classroom. Children's welfare and progress are carefully monitored and all aspects of safeguarding are well in place to match the rest of the school.

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

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	2
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

Just under a half of parents and carers responded to the questionnaire. Of these, the vast majority are highly satisfied with the school. They comment very positively about the quality of leadership and management, the impact of teaching and the overall provision in the school. Many positive comments were also received by inspectors about how caring the school is and how much children enjoy school. Overall, parents' and carers' views reflect the inspection's findings. Very few comments raised concerns. Where they did most related to the amount of information that parents and carers received about their children's progress or about the way the school dealt with unacceptable behaviour. Inspectors found no evidence to support these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tarporley CofE 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 inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	27	32	3	4	2	2
The school keeps my child safe	50	60	30	36	4	5	0	0
The school informs me about my child's progress	35	42	37	44	7	8	4	5
My child is making enough progress at this school	29	35	41	49	11	13	2	2
The teaching is good at this school	33	39	42	50	4	5	1	1
The school helps me to support my child's learning	27	32	49	58	7	8	0	0
The school helps my child to have a healthy lifestyle	43	51	40	48	0	0	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)	49	58	28	33	2	2	0	0
The school meets my child's particular needs	35	42	41	49	8	10	0	0
The school deals effectively with unacceptable behaviour	30	36	40	48	8	10	3	4
The school takes account of my suggestions and concerns	35	42	42	50	5	6	0	0
The school is led and managed effectively	44	52	35	42	0	0	0	0
Overall, I am happy with my child's experience at this school	45	54	32	38	7	8	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



15 June 2010

Dear Pupils

Inspection of Tarporley C of E Primary School, Tarporley, CW6 0AN

Thank you for the welcome you gave to me and the other inspectors. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school provides you with a good education. You told us you feel safe when you are in school. We saw that you enjoy learning and behave well. You have high levels of attendance and know a lot about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. The adults in school take good care of you and all want the best for you. Teachers find topics that interest you and help you to learn.

The school has three areas for further development. First, we want you to have more opportunities to plan and carry out experiments in science. Second, we want all the lessons to be as good as the very best ones that we saw. This is to help you to learn even faster and make sure you know how to improve your work. Third, we want you to find out more about the wider world.

You can play your part in bringing about these improvements by continuing to listen carefully in class and trying even harder in your lessons.

Well done and good luck in the future!

Yours sincerely

Michael Hewlett

Lead Inspector

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