

Tushingham-With-Grindley CofE Primary School

Inspection report

Unique Reference Number	111285
Local Authority	Cheshire West and Chester
Inspection number	356887
Inspection dates	14–15 March 2011
Reporting inspector	Paul Bamber

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Mrs Jannine Davies
Headteacher	Mrs Susan Dunne
Date of previous school inspection	13 December 2007
School address	Tushingham-With-Grindley Whitchurch Shropshire SY13 4QS
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Introduction

This inspection was carried out by two additional inspectors, one of whom focused mainly on safeguarding issues. Inspectors observed nine lessons involving four teachers. Meetings were held with staff, parents and carers, the Chair of the Governing Body, and discussions were held with groups of pupils. Inspectors observed the school's work, and looked at a range of documentation including the school improvement plan, data relating to pupils' attainment and progress, reports written by the School Improvement Partner, safeguarding policies and records of the school's evaluations of the quality of teaching and learning. Samples of pupils' work were also analysed. In addition, the responses of 51 parents and carers to the questionnaires, as well as those from Key Stage 2 pupils and from staff, were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether those pupils with special educational needs and/or disabilities are effectively supported to progress as well as other pupils.
- How well the curriculum caters for the needs of pupils of different ages and abilities, given that they are taught in mixed-age classes.
- Children's attainment on entry to the Early Years Foundation Stage

and how effective is the provision and leadership and management of this key stage.

- The school's capacity to improve to confirm or otherwise the school's judgement that it is outstanding.

Information about the school

This is a smaller than the average size primary school. There is little housing in the immediate vicinity and the school serves a diverse catchment area, including both rural and urban communities. All pupils are from White British backgrounds. A smaller than average proportion of pupils are known to be entitled to free school meals. There is also a lower than average number who have special educational needs and/or disabilities. The school is part of a loose federation of nine primary schools. It has gained Healthy School status, the Activemark, Artsmark silver and the full International School Award.

Since the last inspection, there has been a considerable turnover of staff, including the appointment of the current headteacher in September 2008.

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

1

Main findings

This is a good school. Highly effective leadership and management has led to 20 of the 26 aspects of the school's work that are graded during an inspection improving from satisfactory to at least good since the time of the last inspection. Over the last two and a half years, senior leaders' very high expectations of pupils and of staff performance have resulted in significant improvement in pupils' attainment and their academic progress, especially in Key Stage 2, in the quality of teaching and in the curriculum. The quality of care, guidance and support is outstanding, and is the degree to which pupils feel safe and their behaviour. The incisive and very successful way in which the headteacher has inspired all staff is evidence of the determination and drive that has enabled the school to move forward rapidly in so many ways. This has been achieved by unflinchingly accurate self-evaluation and smart improvement planning. All areas identified in the last inspection report as requiring improvement have been addressed very effectively. There is clearly an excellent capacity for further improvement.

Overall, pupils' attainment is above average by the time they leave Year 6 and they make good progress from their starting points. They have particularly strong literacy skills. All pupils achieve well and thoroughly enjoy school, reporting that they are well taught and that the interesting curriculum provides them with lots of fun and enables them to learn effectively. Inspectors endorse these views, judging the quality of teaching to be good overall, with some outstanding, and the curriculum to be effective in meeting all pupils' needs. Leaders acknowledge that some fine-tuning is still needed to raise the quality of teaching, learning and the curriculum even higher. This is especially the case in consistently providing opportunities for pupils to learn independently, to be questioned more effectively and ensure their skills are extended systematically in all subjects. Outdoor provision in the Early Years Foundation Stage does not fully match the quality evident indoors.

Pupils' personal development is well promoted through the curriculum and the excellent care, guidance and support provided. Pupils feel extremely safe because of the excellent behaviour in school and the extreme care with which staff ensure that pupils are fully aware of potential risks. Pupils are well versed in what constitutes a healthy lifestyle. They contribute effectively to the school community and are well prepared for their futures. Their overall good social, moral, spiritual and cultural development contributes well to the warm relationships in evidence. Parents and carers are very happy with the quality of their children's education; they report much improvement over recent years and are pleased that the school engages with them effectively.

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What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise pupils' attainment and accelerate their progress further by:
 - providing more consistent opportunities for pupils to work independently and to take responsibility for their own learning
 - all staff to more frequently ask pupils open-ended questions that will encourage them to think more deeply and to articulate clearly their more complex ideas and concepts.
- Enhance the quality of the curriculum further by ensuring that the work pupils do in subjects other than English, mathematics, science and information and communication technology (ICT), systematically develops their skills in that subject.
- Ensure that outdoor provision in the Early Years Foundation Stage matches the excellence of that evident indoors by:
 - enhancing and making better use of the outside environment
 - engaging children more in talking about what they are doing whilst they work and play outside
 - linking outdoor activity more closely with the learning that takes place indoors.

Outcomes for individuals and groups of pupils

2

Pupils have a love of learning and this contributes well to their good achievement and how much they enjoy school. In lessons, they apply themselves conscientiously to the tasks set, constantly seek to improve and work very cooperatively in teams. They use a good range of techniques to aid learning, including note-taking, brainstorming, using mind-maps and comparing notes with a partner. They work well individually and when given the opportunity show considerable independence in taking responsibility for their own learning.

Since the last inspection, average attainment has risen very markedly in Key Stage 2, especially in mathematics and science. Children enter the nursery with skills that are broadly above those expected for their age. That they make good progress throughout the school is evident from the school's detailed data and from observations of pupils' work and their good achievement in lessons. Pupils who have specific difficulties learning receive the necessary support and intervention that enables them to progress well academically and personally.

Relationships between pupils are very positive. Older pupils look after and support younger ones and act willingly and responsibly as play buddies. The school council has been influential in improving all pupils' well-being and provides pupils with the experience of running and recording meetings and negotiating on behalf of others. Such activities, together with pupils' effective acquisition of basic skills, their above average attendance and good punctuality, provide evidence of how well they are prepared for the next stage of their lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
Pupils' behaviour	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is of overall good quality and contributes effectively to pupils' above average attainment and to their good progress. Where lessons are outstanding, pupils respond extremely enthusiastically to the very high expectations set for the quality and quantity of their work. In these lessons, the pace is unceasingly brisk and pupils are crystal clear about what they will be learning and the level at which they will work. Tasks are linked very closely to previous learning and matched extremely well to pupils' ability. In lessons that are taught effectively teachers use their good subject knowledge effectively to help clarify learning. They use media imaginatively to illustrate concepts and to heighten pupils' interest. What distinguishes outstanding teaching from that which is good are: teachers' use of questions to challenge pupils to think deeply about issues and to articulate their more complex ideas; and the degree to which pupils are given opportunities to work independently and to assume responsibility for their own learning. These strengths are not consistent in all lessons. As a result of the school's keen focus on assessment to support learning, its quality is much improved since the last inspection. The use of group and individual targets is effective in motivating pupils and the good quality of teachers' marking ensures that pupils are well informed about their progress and how to improve their work.

The curriculum effectively meets the academic and personal needs of pupils in mixed-age classes. Curricular plans ensure that pupils do not repeat work they have covered

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previously. Good partnerships with a range of providers contribute significantly to pupils' physical, aesthetic and personal development. The school's awards relating to these areas reflect the effectiveness of these partnerships. Pupils enthusiastically and in large numbers participate in the wide range of clubs that are offered. While the curriculum for English, mathematics, science and ICT is well focused on developing pupils' skills progressively, the school has not yet got as far as it would like in ensuring that this is the case in other subjects. Pupils report through their writing how much they enjoy theme days and residential visits.

The outstanding quality of care, guidance and support contributes exceptionally well to pupils' great enjoyment of school, to their feeling safe and secure and to their utmost confidence that any concerns that they may have will be treated sympathetically and quickly resolved. Very effective support and timely interventions ensure that pupils with special educational needs and/or disabilities or those who are more vulnerable than most make good academic progress and develop well personally. Strategies to ensure exemplary behaviour, regular attendance and good punctuality are successful. Partnerships with external agencies and with families to ensure pupils' well-being work extremely well. Parents and carers are understandably very keen to point out how positive is the transfer to secondary education.

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	1

How effective are leadership and management?

The whole staff is committed to the headteacher's keen ambition to improve pupils' academic achievement and the quality of provision. All members of the school community are united in their determination to enhance the quality of education provided. The headteacher and the governing body have not shied away from making difficult decisions in order to eliminate weaker teaching. Rigorous checks on the quality of teaching and learning have identified key areas for improvement and decisive action has been taken to ensure that the quality of teaching has improved very significantly over the recent past.

Well-focused professional development has also contributed effectively to the rapid improvements in provision. Through searching self-evaluation the school very pragmatically identifies the most important areas for development, and improvement plans are concise, have clear timelines and are closely costed.

Governance is good. The governing body has supported the school's development effectively and shown itself to be very capable of challenging the school's performance and in taking prompt and appropriate action to eliminate weaknesses. It carries out its statutory duties well. Safeguarding arrangements are good and founded on very secure

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policies and procedures that meet requirements. Staff are fully up to date with training and their vigilance in promoting pupils' safety and well-being on a daily basis contributes significantly to how safe pupils feel.

Equality of opportunity is promoted effectively. Close monitoring of pupils' progress ensures that all are enabled to achieve well, and leaders check on pupils' participation in out-of-class activities to ensure that no group is disadvantaged or under represented. The school's engagement with parents and carers is successful in gaining their positive support for the school's work and in securing their cooperation in promoting their children's learning at home. The vast majority feel valued as partners and well informed. The school's promotion of community cohesion is successful in opening pupils' eyes to the similarities and differences in values, attitudes and traditions of other cultural groups. This has been achieved through links with an urban school with a large minority ethnic population, and with schools in France, the United States of America and in India. Resources are used effectively to ensure that pupils' outcomes are good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	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	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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's introduction into the Nursery class is well planned and smooth. This is facilitated by close working with parents and carers and as a result of sensitive induction procedures. Children are offered a flexible package of attendance in the nursery to suit parents' and carers' circumstances. Children enter with skills that are generally above those normally expected, especially in their social development and in their communication skills. They make good progress in all areas of their learning. The provision for them indoors is first class but when the children work or play outside the environment is not as rich. Activities are sometimes insufficiently linked to what children are learning indoors and they are less well engaged by adults. The quality of assessment is good, with frequent observations of

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children's development being recorded in their 'learning journals'. Parents and carers have access to their child's journal and make comments in them. Children clearly enjoy their activities and all attentively listen to instructions, eagerly carry them out and are very keen to tidy up and help out. The effective promotion of safety and hygiene ensures that children follow good habits when playing or when using the toilet or preparing to eat. Children enjoy and are adept at using computers, they immerse themselves in role play, behave well and form very positive relationships. Good leadership and management underpins the effective provision and close teamwork. The Early Years Foundation Stage leader has a thorough knowledge of the needs of children of this age and acknowledges that outdoor provision requires further development.

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

Of the larger than average proportion of questionnaires returned the vast majority were very positive. Parents and carers were particularly pleased with how much their children enjoy school, with the quality of teaching, the way the school promotes a healthy lifestyle and with how safe their children feel. Inspectors endorse their positive views.

A very small minority had some concerns about how well they were informed about their children's progress, how well they were guided in supporting learning at home and how successfully behaviour was managed at lunchtime. Inspectors followed up these concerns and found that historically, insufficient information on supporting learning at home had been provided but now the school is offering a lot more guidance for parents and carers about supporting homework, information about the curriculum and about teaching methodology. They also found that the quality of information provided to parents and carers about their child's progress was at least as good as in most schools. During the inspection no evidence was found to support the concerns that behaviour was not managed well in the playground.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tushingham-With-Grindley 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	17	33	0	0	0	0
The school keeps my child safe	37	73	13	25	1	2	0	0
My school informs me about my child's progress	25	49	21	41	4	8	0	0
My child is making enough progress at this school	26	51	23	45	0	0	0	0
The teaching is good at this school	32	63	18	35	0	0	0	0
The school helps me to support my child's learning	26	51	21	41	4	8	0	0
The school helps my child to have a healthy lifestyle	27	53	22	43	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)	26	51	20	39	1	2	0	0
The school meets my child's particular needs	23	45	24	47	1	2	0	0
The school deals effectively with unacceptable behaviour	19	37	27	53	4	8	0	0
The school takes account of my suggestions and concerns	20	39	25	49	3	6	0	0
The school is led and managed effectively	27	53	20	39	2	4	0	0
Overall, I am happy with my child's experience at this school	32	63	17	33	0	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 March 2011

Dear Pupils

Inspection of Tushingam-With-Grindley CofE Primary School, Whitchurch, SY13 4QS

Thank you very much for your warm and polite welcome to the team when we inspected your school recently. Particular thanks to those pupils who gave up part of their lunchtime to meet with me. I am pleased to tell you that we found out that your school provides you with a good education. There are some areas that are outstanding.

You feel exceptionally safe, your behaviour is excellent and you are very well looked after and supported. The school is run very well indeed. The headteacher and other adults who run the school know exactly what needs to be done to make the school even better. Some of you will have been at the school when it was last inspected and since then it has improved a great deal. You now do well in English, mathematics and science. The teaching has improved a lot and the things you do in class are much more suitable for you. There are some things that need improving even more and the headteacher and the governing body are going to make sure that:

- you have even more opportunities to work independently in class and to choose how you do things
- teachers and the other adults who work with you in lessons ask you more often the sort of questions to make you think and to help you to explain what you know more clearly
- in all subjects you develop your skills step by step
- the children in the Nursery and Reception Years learn as well outdoors as they do indoors.

Thank you again for your help with the inspection. I hope you continue to really enjoy your time at school.

Yours sincerely

Paul Bamber

Lead Inspector

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