



Tynsel Parkes CofE (VC) First School

Inspection Report

Unique Reference Number 124282
LEA Staffordshire
Inspection number 281680
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Andrew Cook HMI

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

Type of school	First	School address	School Road
School category	Voluntary controlled		Uttoxeter
Age range of pupils	3 to 9		Staffordshire ST14 7HE
Gender of pupils	Mixed	Telephone number	01889 256380
Number on roll	198	Fax number	01889 256380
Appropriate authority	The governing body	Chair of governors	Mrs Sara Beesley
Date of previous inspection	11 September 2000	Headteacher	Mr Peter Lea

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Introduction

The inspection was carried out by one Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Tynsel Parkes First School has had an unsettled period of time leading up to this inspection owing to the long-term absence of the previous headteacher through illness. At the time of the inspection there was an acting headteacher. The school has experienced a fall in numbers over the last few years. The Nursery Class moved to the main building at the beginning of the academic year. The proportion of children eligible for free school meals is lower than average, as is the percentage of children who are identified as having learning difficulties and disabilities. All children are White British.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Tynsel Parkes First School provides children with a satisfactory education. The school leadership team also judged the school's overall effectiveness as satisfactory and rightly recognises that there is more to do. A school improvement plan is in place for further action but it does not set specific targets which can be measured so that the leadership team and the governors can evaluate robustly the school's future progress. The school is a caring place where children are happy and enjoy what they do. Children who enter the Nursery have broadly average abilities. They make satisfactory progress in both the Nursery and Reception classes and reach average standards by the end of the Reception year. As children move through the rest of the school, most make satisfactory progress. However, there are a few children capable of higher attainment who are not challenged consistently. Teaching overall is satisfactory and in a few lessons teaching is good. Effective use is made of short-term English and mathematics targets and these have begun to drive up standards. Although the school uses a tracking system to check children's achievement, more needs to be done to use this information to set challenging end-of-year targets. The improvements made to how well lessons are taught and the focus on raising standards provide satisfactory evidence that the school has the capacity to improve. The school has made satisfactory improvement since the last inspection and it provides satisfactory value for money.

What the school should do to improve further

- Ensure that the school's improvement plan has specific targets so that the school can measure how well it is doing.
- Improve the progress made by the children capable of higher attainment so that it is consistent across the school and in all subject areas.
- Use the tracking system to set challenging targets for children to reach at the end of each year.

Achievement and standards

Grade: 3

Children start in the Nursery with broadly average abilities. By the time they reach the end of the Reception year the satisfactory progress they have made means the standards they reach are in line with what is expected. By the end of Year 2, overall standards are average because most children have continued to make satisfactory progress. However, in writing and mathematics, fewer children than would be expected reach above-average standards. Year 4 tests in 2005 show that more-able children had not made good enough progress in Years 3 and 4. Things have improved and most children now make satisfactory progress and they achieve standards expected for their age. This better picture is recent. It has not yet had a positive impact on the end-of-year tests that children take, nor is it yet matched consistently in Years 1 and 2. By the end of Year 2, tests in 2005 show that there was a difference in how well girls and boys achieve, with boys doing less well overall and especially in writing. However, test results for Year 4 in 2005 show that the progress made by girls and boys was similar. Children

with learning difficulties make satisfactory progress because they are given appropriate support.

Personal development and well-being

Grade: 2

Children's personal development is good, as is their spiritual, moral, social and cultural development. They learn the value of prayer and reflection in lively assemblies and have a clear understanding of the difference between right and wrong. They know how to keep themselves safe and have a satisfactory understanding of the value of exercise and healthy eating. Cultural development is strong; for example, children enjoyed and learned from the school's multi-cultural week. They enjoy school, behaviour is good overall, and pupils have positive attitudes to learning. They enjoy responsibility, for example, as peer mediators, and look after each other cheerfully and courteously. They are well aware that, throughout the world, others are less fortunate than themselves, and raise funds for an impressive range of charities. They also support the local community, for example, in art competitions and in supporting 'Uttoxeter in Bloom'. Attendance is above average and punctuality is good. Children and their parents acknowledge that bullying is unusual and that the school deals with any instances well. The school council has a strong voice and this helps to develop an early appreciation of democracy. For example, school council members had a role in selecting the school's next headteacher. Children develop satisfactory skills to help them in their future lives. They develop into mature and confident young people.

Quality of provision

Teaching and learning

Grade: 3

Overall, teaching is satisfactory. Teachers have clear guidelines for how to teach lessons and these have a positive impact on how well lessons are taught. In most lessons, tasks are matched carefully to children's different abilities. In mathematics there has been an effective focus on improving the challenge given to higher-attaining children by ability grouping classes for Years 3 and 4 so that teaching can be more focused. In some lessons, however, teachers do not have high enough expectations for higher-attaining children, especially in Years 1 and 2, which results in slowing down the pace of the lesson and so not helping children learn as quickly as they should. The use of short-term targets for children in English and mathematics is helping to raise teacher expectations and standards. These useful targets are shared with parents and children are aware of them. In the Nursery and Reception classes children are given a good range of activities, including learning outside. Activities are carefully matched and taught so that children make the next step in their learning. In these classes teachers use small group work effectively. However, the activities children can choose could be managed better in order to ensure children have a good balance of different learning experiences.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory. It meets all requirements and the needs of all children, although there is scope for higher-attaining children to be challenged more consistently. The school is developing links between subjects so that learning in one subject will support work in others. There are examples of information and communication technology supporting learning in other subjects, but there is room for further development. Children with learning difficulties are identified early, given sound support and make satisfactory progress. The programme of personal, health and social education and regular whole-class discussions help children to develop confidence and an understanding of their place in the school and the wider world. The school enriches children's learning well through a range of visits and visitors. For example, recent visitors include theatre groups and African and Indian dancers. Clubs after school and at lunchtime provide children with opportunities ranging from gymnastics to knitting and recorders. They are well attended.

Care, guidance and support

Grade: 2

Children receive good care and feel safe and secure in the school. This contributes well to their good attitudes to learning. Arrangements for child protection are sound and children are well known to all adults and valued for what they can do. Children are confident to approach adults with any worries or difficulties, knowing that they will be sensitively dealt with. There are good arrangements for children's health and safety. The school has recently introduced good systems for assessing children's progress and the standards they achieve. These are providing the school with a good basis for planning the learning of all pupils, but they have not yet been in place long enough to have a marked effect on standards. Parents and their children appreciate the good levels of care provided by the school.

Leadership and management

Grade: 3

The effectiveness of leadership and management of the school is satisfactory. The school has recently gone through a long period of time when the previous headteacher was absent because of illness. This led to leadership uncertainty and the direction of the school was put on hold. During the later part of this period the school created a new leadership team which has approached the school's need for improvement with renewed vigour. With support from a consultant headteacher and the Local Authority, this team has introduced a much sharper focus on improving teaching and raising standards. For example, criteria for good teaching along with the use of short-term targets in English and mathematics have led to some improved teaching. This work has begun to improve the progress that children make but has not yet had a positive impact on their end-of-year test results. Following the reorganisation of the leadership team the school undertook a realistic self-evaluation involving all those who work in

the school, parents and children. The school has written a school improvement plan which highlights areas for development but does not make targets measurable enough for the school to make clear evaluative judgements. The governors of the school have a reasonable grasp of how well the school is doing. They are aware that some areas need to be improved but do not have clear targets set for improvements in the standards children reach or the overall quality of teaching. The recent successful focus on raising standards has shown that the school has the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children I am writing to thank you for your help when we came to inspect your school. We talked with many children who were very helpful and polite. These are some of the things we especially liked about your school:

- Your school is a caring school where adults and children look after each other.
- Your work is getting better because the teachers give you targets for your work in English and mathematics.
- You enjoy school and your behaviour is good.
- Your teachers are trying very hard to make your work not too difficult and not too easy.

As well as seeing lots of good things in your school we also thought your school could improve some more. These are things that we think your school should get better at:

- The governors and the headteacher have written a list of things to do to make the school a better place. They now need to keep checking it to see how well they are doing.
- The teachers should make sure that those who need more difficult work should always get it so that they learn as quickly as they can.
- The teachers should use some targets so that they can see if children make enough progress.

When we were at your school the governors were choosing a new headteacher and we know that some of the children from the School Council were helping to make that decision. We hope that you chose a good headteacher and that she or he will soon be working with you all and helping you. Best wishes for the future. Andrew Cook HMI on behalf of the inspection team.