

# Tilston Parochial CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111284
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	325337
<b>Inspection date</b>	2 December 2008
<b>Reporting inspector</b>	Brian Padgett HMI

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	91
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Stephenson
<b>Headteacher</b>	Miss A Ford
<b>Date of previous school inspection</b>	6 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Road Tilston Malpas Cheshire SY14 7HB

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<b>Age group</b>	3–11
<b>Inspection date</b>	2 December 2008
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**Telephone number**  
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## Introduction

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

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' writing; the quality of teaching and learning; the effectiveness of the school's assessment arrangements; and, the quality of leadership and management at all levels. Evidence was gathered from lesson observations, discussions with pupils, parents, teachers and governors, and through scrutiny of documentation provided by the school, including the responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its SEF, were not justified, and these have been included where appropriate in this report.

## Description of the school

Tilston Parochial C of E Primary School is smaller than the average primary school. It is situated in rural Cheshire and serves the village of Tilston and the surrounding community. Pupils come from a wide range of social and economic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is about typical. Nearly all pupils are of White British heritage.

The school provides the base for a rural nursery, which operates in collaboration with two other local primary schools. Four afternoon sessions are provided at the school for children of nursery age. The school has Extended School status.

The school has Healthy School status and has been awarded the Activemark. A new headteacher took up her post in January 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Tilston Parochial C of E Primary School is a good school. It is a friendly, welcoming village school with a strong family ethos and close connections with the church. The school provides a good quality of education and care for its pupils and, through good teaching, enables them to achieve well and reach high standards. The school is well led and managed.

Since the last inspection the school has seen several changes in leadership and in governance. The new headteacher has made a good start. She provides strong leadership and has brought a renewed sense of purpose and direction to staff. She has won the support of parents who like many of the changes she has introduced, such as the 'buddy system' where older pupils look after the welfare of younger ones. Pupils have risen to a challenge from the new headteacher to improve their writing and presentation. They now regularly produce writing of high quality. The governing body has seen many changes. Drawing on a broad range of skills and experience, governors provide good quality oversight of the school's work.

Pupils' standards are high. Children enter the school from a wide range of backgrounds and with varied abilities. By the time they leave, pupils consistently reach above average standards in English, mathematics and science. Individual pupils make good progress, which includes those pupils who have learning difficulties and/or disabilities. Pupils' personal development is good. Many pupils live locally and have known each other from pre-school days. They get along with each other very well. They have some knowledge of people from different cultures but this aspect of their personal development is not strong. Teachers know and understand their pupils as individuals and they have very good relationships with them. The pupils' excellent attitudes to learning and the frequent praise from teachers make lessons enjoyable and contribute strongly to the school's positive ethos. Pupils become mature and responsible and are keenly involved in the broad range of experiences and opportunities offered by the school out of lessons, such as the good range of sports activities.

The quality of teaching and learning is good. Teachers have high expectations of pupils. They plan lessons that capture the pupils' interest, often linking subjects and practising key skills in a way that makes learning more meaningful. Approaches are applied consistently from one class to another, such as the effective way in which teachers mark pupils' work through reference to the objectives for the lesson. Teachers and support staff work well together. There is a good team spirit and, with the encouragement of the new headteacher, staff are beginning to take up extra leadership roles in earnest and play a central role in the leadership and management of subjects and aspects.

The school is at a relatively early stage in developing systems to monitor pupils' progress rigorously. However, the headteacher and teachers know which pupils are making the progress they hoped for and which pupils are beginning to fall behind. Arrangements are in place to help pupils catch up and provide them with extra help where needed. Support staff play a significant role in teaching small groups, and several parents provide valued help, building on the school's strong links with the community. Pupils are set targets which they write in their books and teachers have targets of the levels of attainment expected of pupils at the end of the school year. The progress of pupils with learning difficulties is reviewed more frequently and more precise targets are set as appropriate, although these are not always easily measurable or easy for pupils to understand. The school's arrangements for safeguarding pupils are robust

and all the necessary processes to ensure pupils are safe and well cared for are meticulously observed and recorded.

The school is settled after a period of change. It is developing in confidence and building on a growing track record of success. It has a good capacity for further improvement and provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage (EYFS) at the school comprises the Reception class and the Nursery. The Nursery operates on four afternoons each week. Together, they provide good quality education and care.

The staff in Reception and in the Nursery have prepared very well for the requirements of the new EYFS. An important strength of the provision is that the staff plan the day's activities around the children's interests and enthusiasms. Children settle well. They enjoy learning indoors and outdoors and staff ensure learning is active and fun and based largely on self-chosen play activities. Children in Reception make a good start to reading and writing. The staff of Reception and the Nursery work very closely together and, during the afternoons, Reception and Nursery children play and learn together. This arrangement helps children make the transition from Nursery to Reception very smoothly. There are effective arrangements to monitor children's progress and record the highlights of their development. Staff develop very positive relationships with the children and with their parents and there is close attention to communication between home and school. Children's welfare is carefully monitored. There are developing links with the nearest children's centre, which provides a hub from where the school and families access multi-agency support. The EYFS is well led and managed.

The outdoor area, although directly accessible from the Nursery, is of poor quality and has very limited potential for development. The school has plans to develop the adjacent woodland area when funds allow and extend the outdoor area.

### **What the school should do to improve further**

- Improve the quality of the outdoor area for children in the Early Years Foundation Stage by developing the wooded area adjacent to the Nursery.
- Develop pupils' knowledge and understanding of Britain as a multicultural society.

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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?	2
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?	2
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 <sup>1</sup> 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

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<sup>1</sup>Grade 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

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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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**

You may remember Mr Wainwright and I visited your school recently. We came to see how well you are doing. Thank you to all the pupils who talked to us during the day and showed us their work, especially to the Year 5 and 6 pupils who talked to me separately during the afternoon. We took all your comments into account, as well as those of your teachers and parents, in coming to our judgements about the school. This letter is a summary of what we found.

We think Tilston Parochial provides you with a good education. We saw how happy you are at school, how much you enjoy lessons and all the opportunities the school provides for you outside of lessons, especially through sport. We think the school is friendly and welcoming and that you get on very well with your teachers and each other. Your parents are especially pleased with how older pupils look after and care for younger ones. You reach high standards in your work. This is because you are taught well and also because you try hard. Some of the writing we saw was of very good quality. Your teachers plan some very interesting lessons. Some cleverly allow you to learn important skills that you need throughout life, such as literacy skills, at the same time as you learn about other subjects, such as history.

You have a new headteacher. Behind the scenes, she is making a positive difference to how the school is run. Your parents are happy with the changes she has made and how well all the staff are pulling together. We believe the school is on track to get even better.

As a good school, it is quite difficult for us to say what it should do to get even better. We agree with the headteacher, governors and teachers, and some of you, that the wooded area outside the Nursery should be developed as soon as the school is able to afford to do so. It is important so that the children in Nursery and in Reception make the most of their play outdoors (which they love!). Older pupils who have an interest in the natural environment might also make good use of this area.

We suggested that the school should think about more ways to introduce you to the wider world. You have relatively few opportunities to learn about other people in Britain from different backgrounds. We are sure you will be as keen to learn about them as you are in all your learning.