

# Tarporley CofE Primary School

Park Road, Tarporley, Cheshire, CW6 0AN

## Inspection dates

18–19 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, other leaders and governors are working effectively to improve the quality of teaching and to raise standards. They have a very clear idea of what further actions are still needed. As a result, the school is improving strongly.
- Pupils' standards in Key Stage 1 and Key Stage 2 are rising. In 2014, their attainment in both reading and mathematics was well above average.
- Pupils get off to a good start in the Reception Year and they continue to make good progress throughout the school.
- School leaders make detailed checks on the quality of teaching and on the progress that pupils are making.
- Pupils enjoy exciting and interesting lessons and topics. Many clubs, activities, trips and special events help to develop pupils' spiritual, moral, social and cultural understanding well.
- Relationships between adults and pupils are warm and respectful. Teachers have high expectations of what pupils can achieve. The quality of teaching is good and continues to improve.
- Pupils' behaviour is outstanding because they have highly positive attitudes towards learning. They are cared for very well and feel completely safe in school.
- Parents are very supportive of the school and its leaders. They take full advantage of many opportunities to come into school and to become involved in their children's learning.
- Governors know the school well, and are closely involved in checking how well it is doing, and in planning for the future.

### It is not yet an outstanding school because

- The progress that pupils make in writing is slower than in reading and mathematics. As a result, their standards in writing, although improving, are below those they reach in other subjects.
- Teachers do not always encourage pupils to use what they know about the rules of grammar, or consistently correct their spellings. As a result, pupils' writing is sometimes let down by their weak use of grammar and their spelling.

## Information about this inspection

- Inspectors observed learning in 17 lessons. Three of these were jointly observed with the headteacher. They also made some shorter observations of pupils' learning.
- Meetings were held with governors, two groups of pupils and with staff, including senior leaders and teachers in charge of subjects. The lead inspector also spoke on the telephone to a representative from the local authority.
- Inspectors looked at work in pupils' books and listened to pupils read. They also spoke informally to pupils and observed them around the school at break and lunchtime.
- Inspectors took account of parental communications with them and 64 responses to the online questionnaire, Parent View, as well as the school's own survey of parents' views. They also spoke to a small number of parents on both days of the inspection. They took account of the 17 staff questionnaires which were returned.
- Inspectors looked at a range of documents including information about pupils' achievement, records of their attendance and behaviour, documents relating to safeguarding and school plans for improvement.

## Inspection team

Mike Phipps, Lead inspector

Additional Inspector

Michelle Murray

Additional Inspector

## Full report

### Information about this school

- Tarporley CofE Primary School is smaller than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium, at around one in 14 pupils, is much lower than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs, which is around one in 12 pupils, is about half the national average.
- The very large majority of pupils are of White British heritage, and almost all speak English as their first language.
- There have been a number of staff changes since the last inspection, including some leadership appointments.
- A breakfast club and after-school club, managed by the governing body, provide childcare for pupils at the start and end of each school day.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

### What does the school need to do to improve further?

- Accelerate pupils' progress in writing, so that their standards in writing at least match those they achieve in reading and mathematics, by:
  - encouraging pupils to use the rules of grammar consistently in their writing
  - improving pupils' spelling, and correcting their spelling mistakes more frequently
  - making sure that pupils produce their very best writing in all subjects, and not just in English.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school with commitment and energy, and has a clear vision for the future of the school. Together with other leaders and governors she has created a very positive learning environment in which good teaching and good behaviour can flourish. School leaders are working effectively to improve the quality of teaching and to raise standards further.
- School leaders have an accurate view of the school's strengths and its areas for development. Plans to improve the school concentrate on the correct areas, with the current focus rightly being on raising pupils' standards in writing. This is the one aspect of the school's work which prevents leadership from being judged outstanding.
- Teachers are set targets which are based on how well their pupils achieve. Any underperformance in teaching is tackled robustly. School leaders have taken difficult decisions about staffing in the past in order to rapidly improve the quality of teaching. Staff have good opportunities to improve their teaching skills, and are unanimously supportive of school leaders.
- School leaders make regular and effective checks on the quality of teaching, planning and marking, and on the progress that pupils are making. Teachers are regularly held to account for the progress of the pupils they teach. If pupils fall behind, help is quickly provided for them to catch up.
- The headteacher is well supported by an effective leadership team. Teachers in charge of subjects, of early years, and of provision for disabled pupils and those who have special educational needs make a positive impact on the quality of teaching and on pupils' progress.
- Parents are highly supportive of the school. Parents frequently come into school to celebrate their children's good work in assemblies, to eat with their child on the child's birthday, and to take part in special events such as parents' workshops. One parent, speaking for many, wrote: 'The amount of parental engagement is phenomenal and far exceeds our expectations'. Inspectors spoke to parents at a Reception Year parents' lunch who were equally impressed.
- Leaders and governors make sure all safeguarding requirements are met. Policies and practices to keep pupils safe are very effective. The school has a very inclusive ethos and does not tolerate discrimination of any kind. It makes sure pupils of all backgrounds and abilities have an equal opportunity to succeed.
- Additional funds from the pupil premium are spent effectively on teaching assistants who provide one-to-one support for these pupils, and on subsidising the cost of extra-curricular clubs, music tuition, musical instruments and school uniforms. School leaders check the progress and attainment of these pupils carefully to make sure that their progress is in line with that of other pupils, and that any gaps in achievement are closing rapidly.
- The national primary sports funding is used well to bring specialist sports coaches into school to teach high-quality physical education lessons and to train staff. This funding also gives pupils the chance to enter local competitions in many sports. As a result, there is a greater level of participation in sports, especially by younger pupils. The range of sports is now much wider, and includes activities such as fencing, lacrosse and handball which were previously not available.
- The school provides pupils with an exciting, well-planned and broad range of lessons, topics and subjects which have recently been reviewed in light of the new National Primary Curriculum. The curriculum is enriched by a range of additional clubs, activities, trips, special events and visitors.
- Pupils are well prepared to live in modern Britain. The recent focus on 'Remembering the World War' provided pupils across the school with a valuable chance to learn and reflect. Pupils in Year 6 visited the Cenotaph in London as part of this event. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils volunteer in the local community and raise funds for charities. There is an opportunity for pupils to take part in a residential visit each year in Key Stage 2.
- The local authority provided valuable support to the school during the recent period of change and rapid improvement. It rightly believes that school leaders are now well placed to improve the school further.
- **The governance of the school:**
  - Governors have a clear idea of the school's strengths and weaknesses. They understand what data on pupils' achievement tell them about the school's performance in relation to other schools. They work closely with school leaders, in a series of planning days, to review the work of the school, and to produce plans for improvement. This means they are able both to support, and to challenge, school leaders effectively.
  - Governors have a clear view of the quality of teaching. Some governors have observed teaching for

themselves. They know how good teaching is rewarded, and how any underperformance is tackled.

- Governors make sure that the school's finances are well managed. They have a good understanding of how additional funding such as the pupil premium is spent, and its impact on the achievement of eligible pupils.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Their attitudes to learning are highly positive. They have a thirst for knowledge and enjoy learning new things. They cooperate well in class and help each other learn. They think carefully about how they can improve their work. Disruption to learning caused by poor behaviour is very rare.
- Pupils told inspectors how much they enjoy school, and this is reflected in their attendance, which is consistently high, and their excellent punctuality. They are proud to attend the school, and wear their smart uniforms with pride.
- Parents overwhelmingly feel that the school makes sure that pupils behave well.
- Pupils behave very well around the school at break and lunchtime. They treat visitors, staff and each other with courtesy and respect. They look after their school well, and do not drop litter around the site.
- Pupils appreciate the rewards they receive for working hard and behaving well. They enjoy receiving house points, being praised in weekly celebration assemblies and being named as a 'Star of the Week'.
- Pupils are keen to take on responsibilities, and carry out a range of jobs, including membership of the school council, the Eco-Committee and the school's Christian Ethos Group. Pupils in Year 6 act as 'buddies' to younger pupils in the Reception Year, which helps to create strong relationships between pupils across year groups, and helps younger pupils feel safe in school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils told inspectors they have no concerns for their safety, and feel very well looked after. All parents say their child feels safe in school, and the overwhelming majority feel their child is well looked after.
- Racism is virtually unknown. There have been no exclusions from school for a number of years.
- Pupils told inspectors that bullying is very rare in the school, and school records confirm this. Pupils are taught about different types of bullying, such as cyber-bullying and name-calling. Inspectors observed an effective session run by an outside speaker as part of the school's anti-bullying week. Pupils are confident that if bullying did happen, it would stop if they told an adult.
- Pupils have an excellent understanding of how to stay safe, including on the internet, because they are taught this well. They told inspectors that teachers and visitors speak to them about how to keep themselves safe.
- The school's breakfast club and after-school club keep pupils safe at the start and end of the school day. Pupils enjoy the activities on offer, and parents appreciate this facility.

## **The quality of teaching** is good

- Teachers have high expectations of pupils' learning and behaviour. Checks on pupils' work made by inspectors showed that pupils' learning and progress in literacy, reading and mathematics are consistently at least good and sometimes outstanding. This confirms that the quality of teaching has improved since the last inspection and continues to improve.
- Relationships between teachers and pupils are very strong, warm and respectful. Teachers know their pupils and their abilities very well, so they can plan activities at the right level for all pupils, including for the most able and those who find learning more difficult.
- Teachers make clear to pupils what they are learning, and what is expected of them. Teachers plan interesting activities which engage pupils' imaginations, so they enjoy lessons and learn well.
- Disabled pupils and those who have special educational needs are well supported in lessons. Adults work effectively alongside pupils in class, breaking down tasks into smaller steps so they can succeed.
- Teachers assess pupils' progress regularly and accurately. The school has started to plan for changes to national assessment, although this work is at an early stage.
- Teachers' marking tells pupils how well they have done, and gives them good advice on how to improve

their work. Pupils regularly respond to this marking; for example by improving a piece of work, or by answering a more challenging question posed by the teacher. Sometimes, however, pupils' spelling mistakes are not corrected and so pupils continue to make the same mistake.

- Sometimes teachers fail to encourage pupils to aim for their highest quality writing by using what they have learned in English, for example about grammar and spelling, in everything they write in different subjects.

### **The achievement of pupils** is good

- Standards of reading are high. An above-average proportion of pupils in 2014 reached the expected level in the national screening check at the end of Year 1 of pupils' knowledge of phonics (the sounds that letters make). This was a substantial improvement on the previous year. Pupils are taught reading skills regularly and systematically by teachers and by skilled teaching assistants. Pupils are encouraged to read regularly. Pupils in Key Stage 2 told inspectors they enjoy reading, and spoke enthusiastically about their favourite books and authors.
- Pupils' standards by the end of Key Stage 1 in reading, writing and mathematics have risen steadily since 2012. Standards by the end of Key Stage 2 are also rising: in 2014, pupils' levels of attainment in both reading and mathematics were well above average. School data indicate that pupils' attainment is set to rise further in 2015.
- Pupils make good progress in mathematics. In 2014, the proportions of pupils both reaching and exceeding the progress expected of them were above national figures. Pupils enjoy the chance to use their mathematical skills to investigate and solve problems.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates. Their progress is checked regularly, and effective help is given quickly when it is needed.
- The school's most able pupils achieve well. They make good progress, and the proportions reaching the highest levels in the 2014 statutory tests compare well with national figures, especially in reading and mathematics.
- Disadvantaged pupils supported by the pupil premium make the same good progress as other pupils in school, and better progress than similar pupils nationally. Any gaps between their achievement and their classmates are closing rapidly. There were too few disadvantaged pupils in 2014 to make a meaningful comparison of their achievement and that of others in the school.
- All groups of pupils, including those from minority ethnic backgrounds, make similarly good progress.
- Pupils' progress in writing, both in Key Stages 1 and 2, is slower than their progress in reading and mathematics. As a result, their standards in writing by the end of Year 6 in 2014, although improving and at broadly average levels, were below those they achieved in reading and mathematics. Although pupils write often, and produce lengthy pieces which often express thoughtful ideas, mistakes in the use of grammar and spelling detract from the overall quality of the work.

### **The early years provision** is good

- Children enter the Reception Year with the skills, knowledge and understanding that they need to start learning. Most have a stronger understanding of numbers than they do of literacy. They are taught well and make good progress in early years, particularly in literacy. The proportion of children who enter Year 1 with a good level of development is above national average levels. Disabled children and those who have special educational needs are well supported so they, too, make good progress.
- The quality of teaching is consistently high in early years. Adults organise many activities for children to learn new skills. They talk to children and ask them questions as they play. Adults keep detailed records of children's knowledge and abilities, and their assessment of children's progress is frequent and accurate. The teaching of early reading skills through sounding out letters is a particular strength. As a result, children are well prepared for Key Stage 1.
- Children are very well cared for. All safeguarding and welfare requirements are met. Staff make sure that children are safe and know how to keep themselves safe. Children enjoy their attractive and well-planned indoor and outdoor learning areas. Relationships with adults are warm and very supportive. As a result, children's physical and emotional health, safety and well-being are well developed.
- The leadership and management of early years are very strong. The early years leader has a clear idea of the priorities for improvement and how to raise standards further. Liaison with nursery providers is good, so children get off to a smooth start in the Reception Year and settle in quickly.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111260
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	451937

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Tyler
<b>Headteacher</b>	Kerry Forrester
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	01829 732348
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