

Inspection of Tattenhall Park Primary School

Chester Road, Tattenhall, Select, Cheshire CH3 9AH

Inspection dates: 8 and 9 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are warmly welcomed by staff at the start of the school day. They are proud to belong to this nurturing school. Relationships at all levels are respectful and caring. Staff know pupils well and value them as individuals. This helps pupils feel happy and safe.

The school has high expectations for what pupils can achieve academically. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils have positive attitudes to learning and they behave well. They are delighted when staff praise them for their efforts. Pupils achieve well.

Pupils are keen to contribute to the decisions made by leaders through their roles as school councillors, eco-warriors and road-safety officers. In addition, many pupils are proud to represent the school in a wide range of sporting competitions. Pupils enjoy talking about the many trophies that they have won. They also enjoy the variety of clubs, trips and residential visits that they can experience.

Pupils at the school are keen to learn about conservation and how they can play a valuable part in looking after the world. For example, they delight in watching the school's bird camera to learn how birds look after their young. In addition, pupils develop a caring attitude looking after the two school hedgehogs, Sonic and Coco.

What does the school do well and what does it need to do better?

The school has made many positive changes to improve the quality of education for pupils. This work has made a real difference to pupils' enjoyment of school and to their academic achievement.

The governing body and the local authority have supported the school well to bring about swift improvement. Governors have an accurate understanding of the school's strengths and weakness. As such, governors provide high levels of challenge and support to help the school improve further.

The most recent published data for Year 6 pupils does not paint a true picture of what is currently happening in the school. In 2023, the progress that pupils made in writing and mathematics was significantly below the national average. This was caused by considerable turbulence in staffing along with some pupils entering or leaving the school at various points during key stage 2.

The curriculum in many subjects has been renewed and refreshed. It is ambitious and meets the needs of pupils, including those with SEND and children in the early years. The school has carefully considered the knowledge and skills that it wants pupils to learn.

Teachers have a secure knowledge of the subjects that they teach. Generally, they present information clearly and choose appropriate activities to help pupils to

practise their learning. However, in a few subjects, some teachers are still gaining their confidence and expertise in delivering the new curriculums. Now and then, teachers move some pupils on to new learning too quickly. This prevents these pupils from making connections in their learning and building their knowledge of these subjects over time.

In many subjects, staff regularly check what pupils have learned in lessons. They use this information to design activities that are matched to pupils' next steps. However, the school is still refining the assessment strategies that teachers should use in a few subjects. From time to time, this hinders teachers in identifying and remedying gaps in pupils' knowledge quickly enough.

The school has placed reading at the heart of the curriculum. As soon as children start in the early years, they are immersed in stories, rhymes and poems that help to develop their language skills. Carefully selected texts across the curriculum help develop pupils' love of reading.

Staff are well trained in how to teach phonics. Pupils who fall behind with the phonics programme are given the help and support that they need to learn all that they should. Older pupils read widely and often. They talked about their favourite authors and the different types of books that they like to read.

Pupils with SEND, including those in the early years, have their additional needs identified promptly. Teachers adapt subject curriculums appropriately to make sure that these pupils access the same curriculum content as their peers. Leaders work closely with parents, carers and a range of professionals to make sure that pupils with SEND receive expert help if they need it.

Pupils attend school on a regular basis and behave well. Lessons are very rarely disrupted. The school motto of 'roots to grow, wings to fly' inspires older pupils to follow their ambitions.

Pupils take part in a wide range of experiences to support their personal development. They learn about diversity and understand that respect for other people is important. The school has developed links with the local community. This gives pupils a broader understanding of the different roles that people have in society. Pupils feel empowered to make a difference in their locality and the wider world.

Staff are proud to be part of the Tattenhall Park Primary family. They appreciate the consideration that is given to their workload when any changes are introduced. This helps staff to feel valued and supported to fulfil their roles well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school is still refining the assessment strategies that teachers should use. This means that it is difficult for teachers to check on pupils' understanding and to ascertain any gaps in their knowledge. The school should ensure that, in these subjects, teachers are well equipped to identify and address pupils' misconceptions.
- In a few subjects, some staff do not deliver the curriculum effectively enough to ensure that all pupils learn the content of the curriculum. This hinders some pupils from making connections in their learning and building their knowledge over time. The school should ensure that staff receive effective support and guidance to deliver the subject curriculums consistently well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111108
Local authority	Cheshire West and Chester
Inspection number	10294255
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Peter Brown
Headteacher	Nicola Bolton
Website	www.tattenhallpark.cheshire.sch.uk
Dates of previous inspection	16 to 17 October 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher and deputy headteacher have been appointed. There is also a new chair of governors.
- The school does not currently access any alternative provision for pupils.
- The school operates a breakfast club and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspectors met with

subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.

- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- Inspectors spoke with some parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

Julie Barlow, lead inspector

Ofsted Inspector

Kathy Nichol

Ofsted Inspector

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