

Inspection of Tyntesfield Primary School

Alma Road, Sale, Cheshire M33 4HE

Inspection dates:	10 and 11 December 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Tyntesfield Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Tyntesfield Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

The headteacher of this school is Kathryn Manion. This school is part of Inspiring Learners Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kylie Spark, and overseen by a board of trustees, chaired by Chris Brindley.

What is it like to attend this school?

From the moment that pupils enter school each day, they thrive in an atmosphere which marries educational excellence with a sense of community and fun. Pupils' voices help to shape the school into a place where everyone feels valued and celebrated.

Pupils know that the school has extremely high ambitions for their academic achievement. They respond to these expectations with enthusiasm and achieve exceptionally well across all subjects. Pupils speak articulately and confidently about their current and previous learning. By the end of Year 6, they attain highly in reading, writing and mathematics.

The school has correspondingly high expectations for pupils' behaviour. Pupils meet these expectations in all areas of school, including the corridors and the playground. The atmosphere in school is calm and purposeful. Pupils take responsibility for their own behaviour and follow the guidelines created by the Pupil Parliament Home Office.

Pupils are well prepared to be the citizens of tomorrow in many ways. They take positions of responsibility, such as training to become pupil health mentors, with great enthusiasm. They raise funds for charity through enterprise challenges. The eco-parliament attends local pupil conferences on climate change.

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

The curriculum design is exciting and exceptional. There is clear identification of key knowledge from the Nursery Year to Year 6 in every subject. Important concepts build sequentially so that pupils build a wealth of knowledge and a deep understanding of each subject. There are clear links between different subjects. The school recognises the critical importance of giving children a strong foundational knowledge in the early years. The early years environment is well organised and language-rich. Exciting activities match the focus of learning. It is a hive of productivity. Children in the Nursery and Reception Year are enthusiastic, joyful learners.

The delivery of the curriculum is consistently strong across all subjects. The school ensures that teachers have excellent subject knowledge. This means that teachers deliver engaging, interesting lessons. Pupils learn new key knowledge and build successfully on what they have already learned. Teachers check learning throughout each lesson so that misconceptions can be identified and addressed immediately. Pupils' work is beautifully presented and evidences a depth of learning.

Children in the early years, and pupils in key stage 1, develop a secure knowledge of phonics. The school provides timely, effective support for any pupils who are at risk of falling behind in the phonics programme. This ensures that pupils are fluent, confident readers by the end of Year 2. Older pupils read a wide range of increasingly challenging texts out of choice.

The school identifies pupils with special educational needs and/or disabilities (SEND) at the earliest possible point. It uses this information to design and deliver appropriate support. Learning activities are carefully adapted so that these pupils access the same ambitious curriculum as their peers. Pupils with SEND progress very well through the curriculum.

Pupils show enthusiasm and high levels of engagement and independence with their learning. They show resilience when learning is challenging.

The school maintains consistently high levels of attendance and punctuality. It does this through building strong relationships with parents and carers. It works with them to reduce barriers so that pupils benefit from being in school on time, every day.

Pupils make a tangible contribution to the school, for example by creating a prayer room for pupils of different faiths and helping to establish a 'closed street' to promote pupil safety. There is a rich offer of clubs to meet the interests of all pupils. These are well attended. Often these clubs make a wider contribution to the life of the school, for example the high-quality 'Tyntestimes' termly magazine produced by the journalism club. The school teaches pupils about different faiths. Pupils also love to learn from each other about their different cultures. They value and respect these differences. They firmly believe that everyone should be treated equally.

Parents are extremely supportive of the school. They feel well informed about their children's progress. They are very complimentary about the level of academic and pastoral support that the school offers. Staff feel that the school is very mindful of their well-being. They appreciate the way that leaders involve them in any decisions made in school.

Members of the local governing body are proud of their amazing school. They are well informed and knowledgeable. This allows them to offer support and challenge as appropriate. Trustees have a strong oversight of the school.

Safeguarding

The arrangements for safeguarding are effective.

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	145485
Local authority	Trafford
Inspection number	10348368
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	Board of trustees
Chair of trust	Chris Brindley
CEO of the trust	Kylie Spark
Headteacher	Kathryn Manion
Website	www.tyntesfieldschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tyntesfield Primary School converted to become an academy in February 2018. When its predecessor school, Tyntesfield Primary School, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher and other members of the senior leadership team.
- The lead inspector met with the CEO of the trust and representatives from the board of trustees, including the chair of the trust.
- The lead inspector met with members of the local governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also viewed examples of pupils' work and spoke with pupils about their learning in other subjects.
- The lead inspector observed pupils in Years 1 to 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour around the school and while in lessons.
- The inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors considered the responses to Ofsted's online surveys for staff and pupils.
- The inspector reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.

Inspection team

Liz Davidson, lead inspector	Ofsted Inspector
Elaine Jackson	Ofsted Inspector
Julie Peach	Ofsted Inspector

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