

Winwick CofE Primary School

Inspection report

Unique Reference Number	111365
Local Authority	Warrington
Inspection number	363777
Inspection dates	15–16 June 2011
Reporting inspector	Sarah Quinn

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mr David Hansley
Headteacher	Mrs Lynne Joughin
Date of previous school inspection	19 March 2008
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Introduction

This inspection was carried out by three additional inspectors. There were 12 lessons where eight teachers were observed; four parts of lessons were also seen during shorter focus visits to classrooms. Meetings were held with groups of pupils, members of the governing body, staff, and some parents and carers. Inspectors observed the school's work and looked at a range of documentation, including that relating to safeguarding, pupils' attainment and progress, and the school's management. They also took into account the views expressed in questionnaires returned by 107 pupils, four staff and 79 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well all groups of pupils learn and make progress, in particular those with special educational needs and/or disabilities and those who are more able.
- How effectively teaching and learning is managed and how far this is securing consistently good teaching to secure learning and progress.
- How well diversity and cultural awareness are promoted throughout the school.
- How effectively observation, assessment, and planning in the Early Years Foundation Stage ensure that children make progress.

Information about the school

Winwick Church of England Primary School is situated in a semi-rural area and is smaller than most primary schools. The great majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average and the number of pupils with a statement of special educational needs is above average. The percentage of pupils known to be eligible for free school meals is lower than average. The school has the following awards: Investors in People, Basic Skills Quality Mark, Activemark, and the DCSF International School Award. The school offers a breakfast club. There has been substantial building work in recent months, and a significant and sudden change in the senior leadership and governing body. The school is currently led by an acting headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Winwick Church of England Primary School is a satisfactory school. Since its last inspection, the school has experienced a significant period of unavoidable change. The new senior leadership team has worked very diligently in a short space of time to ensure that immediate priorities have been met. Staff and members of the governing body have recently implemented strategies to tackle some of the issues relating to pupils' achievement, but the impact of these is only just starting to emerge. Staff have remained positive and committed throughout this period. There is a clear and ambitious determination to provide the best for the pupils, which is already leading visibly to some improving outcomes. However, monitoring and recording by all leaders is not yet sufficiently robust.

There is a very strong emphasis on the welfare of the pupils and the effectiveness of safeguarding procedures is good. The caring ethos of the school is very apparent and pupils say they feel secure and happy. This is reflected in their high levels of attendance. Staff, parents and carers, and children alike describe their school as a 'family'. Pupils have a good understanding of safety and health. They learn well about the world around them, making a good contribution to the school and wider community. Their behaviour is good: they understand how to support each other and understand well about right and wrong.

Pupils' achievement is satisfactory during their time at the school and they make satisfactory progress overall. From starting points that are mostly in line with national expectations, they leave broadly with attainment in line with national averages. However, the rate of progress is not even throughout the school because of inconsistencies in teaching. In the Early Years Foundation Stage, children make satisfactory progress, but observation, assessment and planning do not always match the learning to individual needs and interests.

Self-evaluation is developing, and staff are taking responsibility for the evaluation of key areas. Members of the new governing body are beginning to see where strengths and weaknesses in the school lie and are developing an understanding of their roles and responsibilities not only to support the school, but also to challenge. Since her recent appointment, the acting headteacher has rightly addressed immediate concerns surrounding staff training, safeguarding, and the building work, which has seen some teachers and classes move classrooms up to three times this year. This has been skilfully managed to minimise the impact on pupils. The current priority is now focused on raising attainment, and improving learning and progress. The school's current capacity for continuous improvement is satisfactory because strategies to tackle the weaknesses that the acting headteacher has identified, although at a very early stage, are beginning to have a positive impact on pupils' learning and progress. There is clear evidence of improvement as staff become more involved in effective self-evaluation. For example, the

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new leadership team is working to improve the consistency, rigour and recording of tracking and monitoring information, although this work is still in its early stages.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching to be consistently at least good across all classes and in all subjects by:
 - ensuring that planning consistently meets the needs of all individuals
 - ensuring that the pace of learning is brisk enough to ensure pupils are interested and engaged
 - ensuring assessment is continuous throughout lessons
 - ensuring marking consistently indicates what pupils must do to make their work better
 - adapting the curriculum to build upon successful learning outcomes for pupils during lessons.
- Improve the robustness of monitoring and recording by leaders and managers to ensure:
 - pupils' progress is tracked consistently by teachers to enable them to identify those pupils who are falling behind
 - the quality of teaching, learning and progress is tracked to ensure weaknesses can be rectified.
- Improve the quality of observation, assessment and planning in the Early Years Foundation Stage to ensure:
 - children have a range of activities and opportunities that are matched to their individual needs and interests
 - the next steps in children's learning and development are identified and addressed swiftly so that good progress is made.

Outcomes for individuals and groups of pupils

3

On entry to the Reception class, children have skills and knowledge that are mostly in line with those expected for their age. Attainment by the end of Year 6 is average. Most pupils enjoy their lessons and show good attitudes to learning. The overall achievement for all groups is satisfactory. In most lessons they listen, participate and make satisfactory progress. Where teachers are using improved strategies, pupils are engrossed and show cooperation and team work and some examples of better progress are beginning to show in some of the classes, but this is inconsistent. Pupils with special educational needs and/or disabilities make satisfactory progress. For example, during a mathematics lesson, with a little vocabulary support, inspectors observed pupils describing the properties of complex shapes.

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Pupils enjoy coming to school and have high levels of attendance. They are well behaved and show good respect. They are thoughtful and are aware of the impact that their behaviour has on others. Pupils say that they feel safe, have a good understanding of risk, and feel secure enough to share any concerns with staff at the school.

Pupils' participate thoughtfully in assemblies and church visits, and use time well to reflect on what is being discussed. They showed great respect for a special visitor who came to answer questions about the Second World War. Pupils are very attentive and receptive to ideas and suggestions from teachers and each other. They say that they help people less fortunate than themselves through charity work, such as the sponsored child in India. Pupils develop satisfactory skills for their future economic well-being. They are aware of their learning targets and some are aware of how to improve their work. They apply their knowledge of basic computer skills effectively, for example, in exploring websites to look at examples of persuasive language.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall but variable across the school. Where the pace is brisk and teachers use their knowledge of what pupils can do to change the direction of the task, children are attentive and learning is secured. This was observed when pupils participated in a fast-paced phonics (the sounds that letters make) session. Where the pace slows, or there is no challenge, pupils become detached and learning is not consistent. Pupils enjoy

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practical activities when they can work together in groups, for example, in mathematics where pupils enjoyed a game that extended their skills of mathematical language. Teachers plan to meet the needs of the pupils with special educational needs and/or disabilities and those who are potentially vulnerable due to their circumstances. As a result, these pupils make progress in line with their peers. Planning mostly, but not always, takes account of how well individuals and groups of pupils are doing. Marking does not always show pupils what they need to do to improve. Ongoing assessment during lessons, to ensure that tasks continue to be appropriate to all pupils, is inconsistent.

The school provides an adequately balanced curriculum. Teachers work together to review what works well and what needs improvement. Some have identified where cross-curricular links can be made and explored ways to personalise the curriculum for individual pupils and groups to build upon effective learning outcomes for pupils, but this is not evident throughout all classes. Curriculum development is new and the impact is not yet evident, particularly in literacy. Mathematics developments have been more successful due to the dedication of the staff to address this area. The wider curriculum includes a range of visits and visitors. For example, pupils visited a local art gallery and a visitor spoke to pupils about war time in the village. Pupils value these experiences and show interest and enthusiasm.

Good care, guidance and support help pupils to develop positive attitudes and to feel safe, while good induction and transfer arrangements ensure pupils' ongoing well-being. Children enjoy several visits to the Reception class in the term before they start school, which helps them to settle quickly. Staff know the pupils well. Well-briefed, well-deployed support staff and good partnerships with external agencies, contribute to the support of different groups of pupils, including those with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The overall impact of leaders and managers in embedding ambition and driving improvement is satisfactory. This is reflected in their very recent success in tackling weaknesses in provision and outcomes for pupils. The acting headteacher is working effectively with the new leadership team to support the school's development. They have worked purposefully to raise the ambitions of pupils and staff and have begun to embed a collective sense of how improvement will be achieved. Systems and structures have begun to facilitate more efficient management, including the monitoring and evaluation of all

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aspects of the school's work although this is at an early stage. The impact of the management of teaching and learning is satisfactory. The acting headteacher and the leadership team have recently begun to identify and tackle areas for improvement in teaching. Inconsistencies remain, but staff are clearly benefiting from the training and coaching they are receiving. The governing body fulfils its statutory duties and has increased its monitoring and evaluation of the school's work to enable it to check the quality of achievement more effectively.

The school's engagement with parents and carers is good. The most recent survey showed high levels of satisfaction. There are a number of effective partnerships in place that enhance pupils' learning. These include the collaboration with other schools and links with external agencies to support individual pupils or to help with specific needs. The school's effectiveness in promoting equality of opportunity and tackling discrimination is satisfactory. School leaders are beginning to evaluate the performance of groups of pupils and this is starting to have a positive impact on learning and progress. The school's satisfactory promotion of community cohesion is reflected in the developing links with individuals, cultures and communities that are distinctly different from its own. Pupils' awareness of cultural and religious diversity is encouraged through links with India, in assemblies and through visitors.

Safeguarding arrangements are robust, particularly those for child protection and the safer recruitment of staff. Issues regarding the safety of pupils are addressed quickly with members of the governing body supervising pupils' entry to school in the morning, and long-term action plans are in place. The school offers satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children settle into school quickly because of well-managed induction arrangements into Reception, and good links with the neighbouring pre-schools and nurseries. Children develop close, trusting relationships with the staff. They arrive happily with their parents and carers each morning.

Recorded information, books and records for the Reception children indicate that children make satisfactory progress from their starting points, which are in line with national expectations. By the end of the year most are continuing to work in line with expectations for their age. However, staff planning is inconsistent and does not always identify the next steps in learning and development for individuals. There is a mix of adult-led and child-initiated activities. For instance, during the inspection, digging up treasure in the garden grabbed the children's imagination. At the same time, an adult-led programme of work to develop children's knowledge of writing and planting keeps children interested. Children select equipment and resources when directing their own work in both indoor and outdoor environments. However, many children are not engaged and do not always settle to an activity or game. Relationships are strong, but the questioning skills of some adults are not always sharp enough to extend children's knowledge.

The Early Years Foundation Stage is satisfactorily led and teachers plan together. Assessment arrangements are developing, and while some day-to-day assessments provide a good record of what children are doing, opportunities to identify and record the next steps in learning are sometimes missed. There is a positive and developing partnership between home and school, and parents and carers report that their children enjoy coming to school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are positive. They are particularly pleased with their children's enjoyment of school and the way the school keeps them safe. Some parents and carers expressed concern surrounding the information that they receive, the behaviour around school, teaching and progress, and the leadership and management of the school. Inspectors found that pupils enjoy school and that teaching is currently satisfactory. Parents and carers receive letters detailing the information about the school and the school welcomes parents and carers to discuss any issues with them at any time. Behaviour throughout the school was observed

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to be good and staff use strategies to support positive behaviour. The new leadership team are working well together to address identified weaknesses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winwick CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	56	34	43	1	1	0	0
The school keeps my child safe	42	53	37	47	0	0	0	0
My school informs me about my child's progress	18	23	51	65	9	11	1	1
My child is making enough progress at this school	27	34	40	51	8	10	1	1
The teaching is good at this school	29	37	45	57	4	5	0	0
The school helps me to support my child's learning	21	27	46	58	11	14	0	0
The school helps my child to have a healthy lifestyle	27	34	49	62	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	27	51	65	3	4	1	1
The school meets my child's particular needs	30	38	41	52	6	8	0	0
The school deals effectively with unacceptable behaviour	11	14	47	59	14	18	6	8
The school takes account of my suggestions and concerns	16	20	51	65	8	10	1	1
The school is led and managed effectively	21	27	44	56	9	11	2	3
Overall, I am happy with my child's experience at this school	36	46	40	51	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2011

Dear Pupils

Inspection of Winwick CofE Primary School, Warrington, WA2 8LQ

Thank you for making the inspectors so welcome when we visited your school recently. Thank you especially to those who told me what you liked and what you would like to see get better.

Winwick Church of England Primary School is a satisfactory school and there are some things that are good about it. You feel safe, respect each other's feelings and behave well. Your teachers and other staff work very hard to make sure that you are safe and they care for you and support you very well. Your positive attitudes help you to make satisfactory progress in reading, writing and mathematics. Teaching is satisfactory overall, but sometimes it is good. When teaching is at its best, you all feel challenged and make good progress. The curriculum is developing to make learning more fun. Your attendance is very good and this shows us that you must really like going to school. I have asked the adults to do these things to help improve the school further.

- Improve teaching to make sure you all do well in all of your lessons.
- Check closely on your progress and the quality of lessons and make sure any weaknesses are put right quickly.
- Improve the Early Years Foundation Stage so that every child has exciting activities planned for them.

You can help by checking your work carefully against your targets and making sure that you have remembered to do what you should, and telling your teacher if your work is too hard or too easy.

I hope that in the future your school is even more successful in helping you to do as well as you possibly can.

Yours sincerely,

Sarah Quinn

Lead Inspector

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