

Winstanley Community Primary School

Inspection report

Unique Reference Number	106407
Local authority	Wigan
Inspection number	377396
Inspection dates	13–14 September 2011
Reporting inspector	Roger Gill

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair	Jason Rogers
Headteacher	Karen Jones
Date of previous school inspection	12 January 2009
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Introduction

The inspection was carried out by four additional inspectors. The team observed teaching and learning in 15 lessons, taught by 15 teachers. Meetings were held with groups of pupils, parents, governors and staff. Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation and safeguarding. They also studied the tracking system used to monitor pupils' progress and the work pupils were doing in their books. Inspectors considered the 114 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- Whether pupils' apparent good progress, overall, is reflected in that made by groups of pupils such as boys and pupils with special educational needs and/or disabilities.
- The advances in the Early Years Foundation Stage that have occurred since 2009.
- Whether teaching has a consistently good impact on learning after all the development work that has taken place since 2009.
- How effectively the leadership and management use the methods of self-evaluation.

Information about the school

Winstanley is a larger than average primary school. Since the school's last inspection it has remained fairly stable although there have been a few staff changes. The proportion of pupils known to be eligible for free school meals is lower than average. There are low numbers of pupils from minority ethnic heritages including those learning English as an additional language. A lower than average proportion of pupils has special educational needs and/or disabilities but there are very low numbers of pupils with a statement of special educational needs. A very few pupils are looked after children or from travelling families. There is a breakfast club and after-school care on site, which are not managed by the school. These were not included in this inspection but reports for them can be found on the Ofsted website. The school has recently been presented with the National Healthy Schools status, the Green Flag Eco status and Active Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Winstanley is a good school. It has made many positive advances since 2009 when pupils' progress was satisfactory but inconsistent, achievement could have been higher and provision for the youngest children was not challenging enough. The headteacher and staff have worked strongly, in partnership with the local authority, to invigorate teaching and see that leadership at all levels, including the middle managers, has a marked influence on teaching and learning. As a result, achievement is outstanding. This is because pupils are making good progress to reach high levels of attainment at the end of Year 6 from starting points generally above the expected levels for their age on entry to Nursery. Pupils possess good personal qualities. They behave well, have a healthy perspective and enjoy contributing to school life. They feel exceedingly safe largely because, as they say, 'there is no bullying at our school, we all look out for each other.'

There remain shades of difference between groups and subjects, which is why pupils' learning and progress are good but not yet outstanding. Achievement in mathematics compared to English does not possess quite as many successes at the higher levels. Moreover, while boys' writing is higher than expected levels nationally, more boys could produce work of an above average standard.

Pupils learn well because teaching is ambitious and skilful, with only a few remaining satisfactory elements. All groups of pupils make good progress generally, including those with special educational needs and/or disabilities, and boys. Teaching engages pupils well. They possess the tools of self-assessment, so they ask for help or signal that that can do the work easily and need additional challenges. Teaching assesses work accurately, discusses learning well and responds positively to pupils' own analysis. Occasionally, teaching has an outstanding effect on pupils' progress. The unpublished results for Year 6 in 2011 show that pupils shot ahead at a remarkable rate from their performance in Year 2.

Value for money is outstanding because outcomes are first-rate. However, the school is not yet outstanding overall because teaching, the curriculum and the way it cares for pupils are good but not yet outstanding. Moreover, the system of school self-evaluation is not yet fully developed. Governors are not yet central to the process, and parents and pupils are only partly involved. Nevertheless, the school's capacity for sustained improvement is good because leadership has tackled the school's weaknesses to good effect. Numerous advances, such as in the Early Years

Foundation Stage, teaching in Years 3 to 6 and in the collaboration among leaders, including governors, have created a track record of success. Governance is satisfactory. It possesses many very positive features that are, in many cases, too new to have had an impact.

What does the school need to do to improve further?

- Quicken learning and progress in mathematics and boys' writing by:
 - ensuring that all pupils have a firmer grasp of times tables and how to use these when solving problems
 - providing boys, more often, with challenging and exciting topics to write about.

- Make sure that school practice is reviewed and evaluated rigorously by all stakeholders to help drive up pupils' progress even further by:
 - ensuring that governors and all school leaders are involved in evaluations
 - involving parents and pupils as often as possible in school review
 - creating a more streamlined and effective school improvement plan.

Outcomes for individuals and groups of pupils

1

Pupils enjoy learning and achieve outstandingly owing mainly to the school's track record of high attainment at the end of Year 6. Behaviour is at least good in lessons because pupils respond well to being involved. They enjoy, for example, deciding which coloured box to place their work in corresponding to how well they think they have done. Learning is good, with occasional outstanding examples such as when a science lesson allowed them to become forensic scientists for the Greater Manchester Police. They had to test a colourless liquid used in a murder and report their findings. Pupils were riveted to the task. The pace of learning drops in the few lessons in which, for example, questioning is not rapid or demanding enough to keep pupils on the edge of their seats or pupils' own knowledge of basic number facts in mathematics is shaky. The facilities in school for green screen technology create lasting memories for all pupils. They thoroughly enjoyed the chance to create a scene from Dr Who and write about it. Some boys lose interest when topics for writing are more mundane.

This kind of learning accounts for the good progress in Years 1 and 2 which is followed by consistently good and sometimes outstanding progress in Key Stage 2. Different groups of pupils do well, including the very small groups of looked after children and those from travelling families.

Pupils acquire a range of positive personal qualities. They feel very safe in school because bullying is a thing of the past, behaviour good and sometimes outstanding and school security is tight. Levels of attendance are above average. The school works productively with parents and carers in this respect. Pupils know about how to lead healthy lives. They do a lot of sport and understand the importance of eating well-balanced meals. Spiritual, moral, social and cultural development is good owing to the way pupils respond to the school's ethos of collaboration and involvement.

They benefit from the many opportunities to work with adults and other pupils in the locality and gain a world perspective through their links in Ghana.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has a good effect on learning because accurate assessment produces lessons with activities that are pitched correctly to meet pupils' needs. They are, in the vast majority of cases, inspired to work hard and enjoy the opportunities to collaborate in groups and assess their own performance. Teaching assistants lead groups well. For example, pupils with special educational needs and/or disabilities made good progress in understanding the ideas of place value in mathematics in a Year 5 lesson owing to skilful teaching from the assistant. Successful lessons are characterised by bouts of lively learning as in the performance poetry in Year 5, rigour as shown in the delivery of mathematics in several year groups, including Year 6, and high level discussion like the talk generated by Anglo Saxon artefacts in Year 2. The occasional outstanding teaching takes all this a step further because the imaginative methods used enthuse pupils magnificently and learning sparkles in an atmosphere of rapt attention. In the small minority of satisfactory lessons boys show a lack of enthusiasm, for example, when they are not fascinated by the topic chosen for writing. Moreover, there are some missed opportunities for discussion about how learning could be improved or there is a lack of challenge for the more able mathematicians.

The good curriculum emphasises the basic skills in English and mathematics well except in the case of times tables and their use. Opportunities for sport, the study of Eco issues such as sustainability, links with pupils from other schools and residential trips add enrichment and enjoyment on many levels. The good care, guidance and support provided for pupils and their families ensure that everyone has the opportunity to do their best. A few parents want more information about how well their children are doing and how they can help at home, which are areas for development that the school intends to address.

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

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, deputy headteacher, assistant headteachers and governors have shown determination for pupils in tackling the issues from 2009. There is a buoyant spirit, of ambition and drive, among senior leaders and staff in general, as they see new methods in teaching having a positive result. Governance is principled, well organised and forward looking. The degree of support given to the school is excellent and knowledge of the next step in terms of evaluation is crystal clear.

All leaders conduct a variety of monitoring and evaluation exercises but these are not part of a comprehensive programme. This, combined with the currently limited role played by governors in evaluation, constitutes an area of development for the school. As a result, the school's plans for improvement, while satisfactory, are not as sharp and effective as they could be. Similarly, parents and pupils play a limited role in the evaluation and development of aspects such as safeguarding and learning.

Discrimination is not tolerated. Provision for equality of opportunity is good, despite any minor variations in pupils' progress. The school helps some pupils, whose circumstances make them vulnerable, make good progress, although records to help in the evaluation of this are patchy. The school's procedures for safeguarding pupils are good, as confirmed by every parent, carer and pupil that expressed a view during the inspection. Provision for community cohesion is good. The school possesses an atmosphere of collaboration that is enjoyed by the vast majority of pupils. Pupils are involved well within the locality, mixing regularly with pupils from over twenty schools in their learning network and Greater Manchester Challenge group, including those from minority ethnic heritages. Pupils' knowledge about different cultures and faiths in Britain is good owing to the strength of the curriculum in this respect, and links with Ghana through fundraising for Water Aid are also influential in pupils' understanding of world issues.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
The effectiveness of partnerships in promoting learning and well-being	2

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good provision in the Early Years Foundation Stage, which includes purposeful teaching and thorough assessment, results in good learning by children who enjoy what they do. By the time they leave Reception they are often above and sometimes well above nationally expected levels for their age.

Leadership is good. The indoor space has been upgraded, making it a stimulating place in which to play and learn. Children collaborate well, making choices and decisions that show confidence and good levels of maturity. Some children, for example, were pretending to make pizzas; they shared ideas sensibly about this size of the base and the variety of toppings on offer. The opportunities for play include a travel agent’s and a construction site, which appeal to children greatly. One child had enough confidence to challenge all entrants into the construction site, including visitors, with a warning that no one could come in without a hard hat! These chances, coupled with good teaching in the sounds that letters make and direct instruction in the mechanics of writing and number work, ensure that children make good progress.

Learning is not quite so good outdoors. Despite some important additions in terms of equipment and resources since 2009, there are often missed opportunities to capitalise on previous learning indoors, for example, in physical and creative development.

Leaders liaise well with parents and carers, ensure that teaching assesses children’s learning well and make sure that external agencies are used well for individual children who need extra support. The use of data about children’s learning and progress is managed well, but the information about attainment on entry to Nursery is not as clear as that produced when they leave Reception. This makes it hard for the school to evaluate the exact degree of progress made by children in each area of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Questionnaires show that a very large majority of respondents hold positive views about their children’s education. A very small minority had reservations about how

well the school is doing in providing information, and suggestions for help, concerning their children's progress and in responding to suggestions and concerns about the school. Inspectors investigated these views by talking to pupils, parents, staff and governors. They found that the school has done a lot recently to involve parents and carers more in learning but there is still more to do in communicating information about progress and suggesting ways to help at home. Moreover, parents' views could be used more in the formulation of plans for school improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winstanley Community 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	54	46	40	4	4	1	1
The school keeps my child safe	64	56	46	40	2	2	0	0
The school informs me about my child's progress	38	33	59	52	13	11	1	1
My child is making enough progress at this school	39	34	65	57	3	3	2	2
The teaching is good at this school	38	33	69	61	3	3	0	0
The school helps me to support my child's learning	33	29	65	57	12	11	2	2
The school helps my child to have a healthy lifestyle	49	43	58	51	2	2	1	1
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)	39	34	59	52	8	7	0	0
The school meets my child's particular needs	38	33	67	59	3	3	2	2
The school deals effectively with unacceptable behaviour	33	29	59	52	9	8	1	1
The school takes account of my suggestions and concerns	28	25	59	52	12	11	4	4
The school is led and managed effectively	35	31	62	54	11	10	2	2
Overall, I am happy with my child's experience at this school	48	42	52	46	7	6	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



15 September 2011

Dear Pupils

Inspection of Winstanley Community Primary School, Wigan WN3 6JP

My colleagues and I thoroughly enjoyed our two days inspecting your school. We were struck by the thoughtful way in which you spoke about the interesting things that you do there. You told us about some very memorably activities that took place last year. The green screen technology lesson, for example, in which some of you filmed a scene from Dr Who, inspired some brilliant pieces of writing. Children from other schools who came to see this work were truly amazed as well. Furthermore, the range of sport on offer at your school is very wide, including skiing at a ski centre and abroad.

You go to a good school, which has come a long way since 2009. You told us about the more interesting lessons, improvements in behaviour and better advice about learning. You gave the Assertive Mentoring scheme, which gives you targets every six weeks and advice about how to reach them, a real thumbs up. There are some outstanding things about your school. The levels attained by pupils in Year 6 are now well above those reached nationally, your academic achievement is excellent and you feel exceedingly safe at school. All this means that value for money spent on you is first-rate.

I have asked your school to do two important things to improve. Some aspects are not quite as good as the others: mathematics and boys' writing. These need to be improved to make your progress even better. Also, your headteacher and colleagues spend a lot of time finding out how good the school is but governors, parents and you, the pupils, are not involved in this to make sure that the school is on the right track to make learning outstanding overall. You can all help by trying hard at all times and striving to reach your targets.

Yours sincerely

Roger Gill
Lead inspector

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