

Wilmslow Grange Primary and Nursery School

Inspection report

Unique Reference Number	111014
Local authority	Cheshire East
Inspection number	378215
Inspection dates	19–20 June 2012
Lead inspector	Lyn Pender

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	262
Appropriate authority	The governing body
Chair	Sharon Hawtin
Headteacher	Anne Louise Warren (Acting headteacher)
Date of previous school inspection	12 May 2009
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Introduction

Inspection team

Lyn Pender

Kirsty Haw

Doreen Davenport

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 15 lessons or part lessons, including a joint observation with a member of the senior staff. 12 teachers were observed. Meetings were held with the acting headteacher, headteacher, members of the governing body, staff, pupils, and parents and carers. Inspectors observed the school's work and looked at a wide range of documentation, including the school's self-evaluation summary, development planning, pupils' work, safeguarding arrangements, policies, and performance data. The inspectors took account of the responses to 72 questionnaires from parent and carers and others from pupils and staff.

Information about the school

This school is slightly larger than most primary schools. Pupil numbers have increased this year due to the admittance of more pupils than usual to the Nursery class. The proportion of pupils known to be eligible for free school meals has risen since the last inspection and is in line with the national average. The proportion of pupils supported at School Action Plus or by a statement of special educational needs is lower than the national average. The school has resourced provision for pupils with autistic spectrum disorders. The school holds the ArtsMark Gold, Investors in People, and has been awarded Eco-Schools Green Flag status. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

There has been some lack of continuity in staffing since the last inspection, including changes to the senior leadership team and some unavoidable temporary arrangements. An acting headteacher is currently leading the school.

A breakfast club, pre-school provision, and an after school club are provided on site by an independent organisation. They are subject to separate inspection by Ofsted and reports are available on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. With few exceptions, parents and carers hold very positive views about the care their children receive in this inclusive, harmonious and welcoming community. One parent’s comment reflects that of many; ‘Our child is learning very well and loves to go to school’. Teaching and progress are good, although there are some satisfactory features in some years which prevent them and the school being outstanding.
- Achievement is good. Pupils’ attainment in reading, writing and mathematics by the end of Year 6 is above average and this represents good progress from their starting points. Attainment at the end of Key Stage 1 is above average and has improved in the current year. Disabled pupils and those with special educational needs make good progress.
- Pupils enjoy coming to school and feel safe. They are polite and courteous and show high levels of awareness of the needs of others. Their learning is supported by positive attitudes. Pupils make an excellent contribution to the life of the school and to their local community. Attendance has improved to above-average levels.
- Teaching is typically good and strongest in the resource provision. Teachers display strong subject knowledge, give clear explanations and have established excellent relationships with their pupils. The pace of learning slows in a minority of lessons. Teaching assistants provide high-quality support that benefits all pupils. Relationships between children and adults are excellent.
- Leadership and management are good. With energy and drive, the acting headteacher has continued to build on the work of the headteacher during her absence, leading teaching and managing performance well. Leaders, at all levels, are passionately committed to continuing to improve the school, but their efforts are not always focused sharply on the consistency of pupil progress across the school.

What does the school need to do to improve further?

- Reinforce the continuing drive to improve teaching, raise attainment and accelerate the rate of progress of all pupils in all years by:
 - raising teachers' expectations about the level of contribution that pupils can make to their own learning and ensure that an appropriate pace is maintained in lessons
 - reviewing the assessments made at the end of Reception Year to make sure that pupils' learning in Year 1 builds precisely on what they know and understand already
 - bringing a sharper focus to the school's strategic planning so that it is easier to evaluate the impact of actions upon pupils' achievement accurately
 - ensuring, through frequent and rigorous monitoring, that the quality of teaching is consistently good throughout the school and more is outstanding.

Main Report

Achievement of pupils

Achievement is good and lesson observations and other inspection evidence confirm parents' and carers' positive views regarding their children's achievements. Pupils are confident and articulate learners who come to school eager to do well. They enjoy talking about their work and seize on opportunities to take an active part in their learning.

When children start school, most are working at least at the levels expected for their age. Early literacy and social skills are taught especially well and many children are working beyond the expected levels for their age by the end of the Early Years Foundation Stage.

School tracking data and work in pupils' books show that a recent dip in attainment of pupils at the end of Key Stage 1 in reading, writing, and mathematics has been dealt with; progress is increasing and the attainment of pupils in Year 2 has returned to being above average. Attainment at the end of Key Stage 2 remains above average, as it has been in recent years. Pupils make the greatest progress at the end of each Key Stage

The school is successfully implementing strategies to raise standards further in English. Pupils are provided with regular opportunities to write at length and many teachers enable pupils to use their confident speaking and listening skills to rehearse and explore their thinking before they begin to write. As a result, pupils' writing skills have improved in most year groups and gaps in achievement between reading and writing have narrowed. In Year 1, the school is not yet securely using the data available at the end of Reception Year to build on the children's good start in the Early Years Foundation Stage and this slows progress. Assessment information is used well to provide targeted support for disabled pupils and those with special educational needs, including those who access the resource provision and, as a result, these pupils make good progress.

Lessons to promote pupils' knowledge of phonics (letters and the sounds they make) contribute well to developing pupils' reading skills, particularly for younger pupils. Throughout the school, pupils' enjoyment of and interest in a variety of fiction and non-

fiction texts are evident. That is helping them reach above average attainment levels by the end of Year 2 and Year 6.

Quality of teaching

Inspection evidence indicates that teaching is typically good throughout the school. It confirms the positive views the vast majority of most parents and carers have of teaching in the school.

Inspectors found strengths in all lessons observed. Teachers plan well and provide clear explanations for pupils. The use of questioning skills to check pupils' understanding and deal with any misunderstandings is well developed. In the best lessons, teachers enable pupils to move swiftly to independent or collaborative work and have high expectations about the contribution pupils can make to their own learning. For example, Nursery children enjoyed finding out for themselves the differences between light and dark, using torches excitedly in the dim cave which had been created in the classroom. In less effective lessons, positive features are less apparent. Teachers over-direct pupils' learning, pupils' confidence in their learning is less secure, and the pace of learning slows. Marking has improved since the previous inspection and more routinely identifies both achievements and next steps for pupils. A particular strength in the most effective lessons is the contribution made by teaching assistants. They are attentive to the personal and academic needs of all groups of pupils, including disabled pupils and those with special educational needs.

The quality of teaching is strong in the resourced provision, where the manager and team of support staff provide a highly individualised programme which meets the social, emotional, and academic needs of each pupil effectively. That enables the pupils who access the provision to be fully included when they attend mainstream lessons and to achieve as well as they are able throughout the school day. Class teachers and resource-provision staff help pupils with emotional difficulties to settle well and to feel safe in mainstream lessons. They, sensitively, provide spaces which reduce the noise level and amount of bright lights and colours which are present in large and busy classrooms.

Behaviour and safety of pupils

Pupils have good attitudes to learning and behave well in lessons. They are considerate to one another and polite and courteous to adults. Pupils with communication and emotional difficulties are valued members of the school community. Pupils feel listened to, take a great pride in their school and enjoy the role they play in the local community. Parents, carers and members of staff say that behaviour is good and inspectors agree with them. Pupils have a good awareness of different types of bullying and understand how to keep themselves safe. The e-safety rules for using modern technology are understood particularly well. Pupils enjoy the range of activities provided on the playground and play well together. Older pupils are considerate to younger ones and the training that the lunchtime supervisors have received is supporting their management of behaviour during this period well.

Pupils play a full role in the life of the school and are eager to take on responsible roles like that of Anti-Bullying Ambassadors. They are keen to talk about their school to visitors and display a very mature approach to their duties. Recently, a number of pupils has been interviewed by the Arts Mark and Green Flag award assessors. Records show that bullying is rare and pupils say that if incidents occur they are dealt with quickly and firmly by the

adults. The school's actions to promote regular attendance have brought about a noticeable improvement. Attendance is above the national average and punctuality is good.

Leadership and management

The headteacher and acting headteacher have created a strong team ethos and established a culture of high ambition for the school, which is shared by staff and governing body. The supportive governing body is an increasingly effective critical friend to the school. The role of the subject leaders has strengthened since the previous inspection and they have begun to drive improvement initiatives forward. The tracking of pupils' progress and target setting are well established. Leaders monitor teaching through lesson observations, talking to pupils, and looking at their work. However, that does not happen frequently enough or with sufficient focus on pupils' attainment to enable the leaders to form the clearest overview of progress. Strategic planning is exceptionally detailed and very ambitious, but does not focus sufficiently tightly on evaluating the key actions that will bring about further improvements in teaching throughout all year groups. However, leaders know the school well and are driving improvements forward and, taken together with the skills and talents of leaders, the governing body and staff, this the school demonstrates that the school has good capacity to improve.

The curriculum is good and promotes pupils' learning and personal development well. It is enriched by a range of opportunities for pupils to develop skills in sports, the arts, and a modern foreign language. Planning is robust and promotes the teaching of basic literacy and numeracy skills through other areas of the curriculum. A wide range of visits and themed events linked to pupils' interests is helping to motivate and engage learners. For example, pupils were keen to talk about the Ambition Week, when they had had the opportunity to think about their future careers and meet people from the world of work. The school is well respected in the local community and links are strong. During the inspection, Year 4 pupils were visiting the county show, where the school's steel drum orchestra performed.

The school's promotion of pupils' spiritual, moral, social, and cultural development is outstanding. Pupils' awareness of the needs of others and respect for diversity and others' faiths and cultures are encouraged through curriculum experiences and first-hand links with schools in this country and abroad. Strong partnerships with local schools ensure a smooth transition at all stages of pupils' education. The majority of parents and carers say that they are well informed about the work of the school. The Parents' Forum, established by the headteacher, is helping to shape the decision-making process in the school. It has recently consulted on the format of the annual school report and the move to parent/carers e-mails for general school communications and its views have brought about changes in these areas.

The school has a strong tradition of promoting equality and tackling discrimination effectively. The governing body has ensured that safeguarding arrangements are in line with current guidance.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 June 2012

Dear Pupils

Inspection of Wilmslow Grange Primary and Nursery School, Wilmslow, SK9 3NG

Thank you for the warm welcome you gave the team when we visited your school. You were all extremely friendly and helpful and we enjoyed finding out how you were getting on with your learning. I should like to say a special 'thank you' to those pupils who read to us, talked with us and showed us their work.

You go to a good school. You behave well, are polite and helpful and keen to join in the school activities. You said that you enjoy coming to school, learn a lot and that teaching is good. Your parents and carers think so too and my colleagues and I agree. Your teachers and teaching assistants know you well and help you learn well in lessons and keep you safe in school. You get off to a good start in the Nursery class and your school helps you reach above-average standards by the end of Year 6. Your attendance is improving and almost all of you attend school on time.

To help your school to improve even more, we have asked your headteacher and the governing body to help all of you to make the best progress you can in every class.

To do this they will:

- check carefully that what they are doing to help you, including the teaching, is really making a difference
- give you enough time in lessons to work independently and to practise what you are learning
- help the children moving from the Reception class to Year 1 to settle quickly and build on what they have learnt.

You can help by continuing to attend school regularly and always trying your very best in lessons.

Yours sincerely

Lyn Pender
Lead inspector

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