

Witton Church Walk CofE Primary School

Church Walk, Northwich, Cheshire CW9 5QQ

Inspection dates 18-19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From a starting point where children's skills are below those expected for their age, pupils make good progress and attainment is broadly average for their age when they leave Year 6.
- Lessons are interesting and well planned and so learning is good.
- Teachers mark pupils' work thoroughly and give clear suggestions as to how pupils can improve.
- Pupils are polite and well behaved and treat others with respect. They feel safe in school. Attitudes to school are good and attendance is above average.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and contributes to a harmonious working atmosphere and prepares pupils well for the future.
- The rigorous management of teachers' performance by the headteacher and senior leaders has been used effectively to identify training needs and improve the quality of teaching and raise attainment. This is an improving school.

It is not yet an outstanding school because

- Not enough teaching is outstanding, especially in mathematics, in order to accelerate pupils' progress even further.
- In some lessons more-able pupils are not sufficiently challenged to enable them to attain the higher level, particularly in mathematics.
- Improvements in teaching and learning have been slower to raise attainment in mathematics than in English in Key Stage 2.

Information about this inspection

- Inspectors observed 11 teachers in 18 lessons, three of which were joint observations with senior leaders. In addition, inspectors made a number of short visits to lessons and to sessions where pupils were receiving additional support individually or in small groups.
- Meetings were held with groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors listened to pupils read and scrutinised the work in their books.
- They looked at the school development plan and school documentation about pupils' progress, procedures for safeguarding pupils and the monitoring of staff performance. They also looked at the analysis of the use of funding received through the pupil premium.
- Inspectors took account of the 24 responses by parents to the on-line questionnaire (Parent View) and to two letters submitted by parents during the inspection. They also scrutinised 36 staff questionnaires.

Inspection team

Shirley Herring, Lead inspector

Additional inspector

Gillian Hunter

Additional inspector

Prydwen Elfed-Owens

Additional inspector

Full report

Information about this school

- The school is larger than the average-size primary school. The majority of classes contain a single age group, although four classes contain pupils from two age groups.
- Most pupils are from a White British background with just over 10% from different minority ethnic groups.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported at school action is above average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who speak English as an additional language is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- An independent breakfast and after-school club on site is inspected separately and the report will be available on the Ofsted website.

What does the school need to do to improve further?

- Build on the recent improvements in achievement and the quality of teaching especially in mathematics in Key Stage 2 by:
 - providing more opportunities for pupils to use and develop their skills in solving problems in mathematics and in other subjects
 - providing greater challenge for more-able pupils so that those who are capable attain the higher level.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery class with a range of skills that overall are below those that could be expected for their age. They make a good start in the Early Years Foundation Stage, particularly in developing language and social skills. Although attainment is rising, some aspects, especially language and numeracy skills, remain below those that could be expected for their age by the time they enter Year 1.
- Pupils make good progress in Key Stage 1 because lessons are suitably practical and help pupils to learn. For example, pupils in Year 2 enjoyed joining in the refrain when listening to the story of '*Not Now, Bernard!*' and their understanding of the different characters was enhanced as they dressed up as The Monster, Bernard or Dad. After a period when attainment was below average, attainment has improved and has been broadly average at the end of Key Stage 1 for three years.
- Pupils are now making good progress in Key Stage 2 after a previous period of disruption to their learning. Attainment is broadly average by the time they leave school. Following the school's priorities for development, attainment in English has improved more quickly. However, the more recent emphasis on raising attainment in mathematics has resulted in good improvements in mathematics. Clear evidence from observations in lessons, the school's rigorous assessments and the scrutiny of pupils' books indicate that pupils now in Key Stage 2 are working at the level expected for their age and making good progress.
- Pupils make good progress in reading and their attainment is broadly average at the end of Year 2 and Year 6.
- Disabled pupils and those with special educational needs achieve well because their needs are identified at an early stage. They receive good support in class, in small groups or individually to meet their needs and so they make good progress.
- Pupils who speak English as an additional language achieve well because of the good support they receive.
- Most parents feel that their children make good progress, which is the judgement of the inspection.

The quality of teaching is good

- Parents support the inspection judgement that teaching is good.
- Lessons are generally interesting and well planned and gain pupils' interest and enthusiasm and so they learn well.
- Teaching assistants are deployed successfully in lessons and in working with small groups and enhance learning well.
- Teachers in the Early Years Foundation Stage plan a good range of purposeful, practical activities, indoors and outside, that show a good understanding of how young children learn.
- Teachers mark work thoroughly and give pupils good advice, which pupils say they find useful/helpful, to help them to improve.
- Over time, teaching in mathematics has been less effective than in English. However, the school's current emphasis on mathematics, including staff training, is leading to good improvements. Teachers make good use of practical resources to develop pupils' understanding, for example pupils in Year 1 played a range of matching and counting games to develop and reinforce their understanding of numbers to 20.
- Teachers have high expectations of pupils to do their best. Occasionally, however, teachers spend too long talking to the class restricting the time available for pupils to get on with their independent work. When posing a problem, for example in mathematics, teachers can give too much information rather than letting pupils develop their own ideas and this reduces the level of challenge, particularly for the more-able pupils.

- Teachers plan good opportunities for pupils to write in all subjects and this helped to improve the quality of writing. Opportunities to develop numeracy skills in other subjects are less well developed.
- Teachers provide good opportunities to promote pupils' spiritual, moral, social and cultural development, for example, examining the possible consequences of their actions or working cooperatively together with a partner.

The behaviour and safety of pupils are good

- Parents and pupils express the view that behaviour is good. Pupils behave well in lessons and at break times. Pupils are confident that any rare instances of bullying are dealt with swiftly and effectively so pupils feel safe and secure in school.
- Pupils show good attitudes to their work, cooperate well with each other in lessons and outdoors, and this enhances their learning.
- Pupils enjoy school and attendance is above average.
- All adults work cooperatively together and this provides a good example for pupils to follow. Teachers make good use of praise to reinforce good behaviour and effort.
- Pupils respond well to high expectations to treat all members of the school community with courtesy and respect and this supports the calm and positive ethos of the school.
- Pupils show a good understanding of how to stay safe, for example, through Road Safety guidance and developing their awareness of e-safety.
- Pupils accept responsibility readily as Head boy and girl, school councillors and as members of the eco council and carry out these roles diligently.

The leadership and management are good

- The headteacher has a clear vision, drive and enthusiasm to bring about improvements to take the school forward. Systems for monitoring the performance of staff are well organised and used effectively to target appropriate training and improve the quality of teaching. Staff questionnaires reveal a strong picture of teamwork and adults feeling valued. This has helped to establish a culture where ideas and best practice are shared to help to raise achievement. The school is committed to providing equal opportunities and discrimination is not tolerated.
- Rigorous systems for monitoring and evaluating the school's work are used effectively to plan improvements to take the school forward. Following the last inspection, the new headteacher introduced a range of training and support which was effective in improving weaknesses in achievement and teaching in Key Stage 1. Constant vigilance and good support from senior leaders and staff have sustained these improvements since then.
- A clear focus on improving pupils' literacy skills has resulted in improved attainment through the school. Similar strategies are now helping to improve attainment in mathematics. A greater emphasis on solving problems has been introduced and is beginning to impact on attainment. The legacy of some disruption to learning in the past is disappearing and so pupils now make good progress in school.
- There are good links with a wide range of professionals to secure specialist help and support when needed, so that all pupils are included in the full range of activities. Clear expectations of behaviour, courtesy and respect and close links with the Church and the wider community make a good contribution to pupils' spiritual, moral, social and cultural development.
- There are good links with parents including an informative website, regular newsletters and parents' workshops. During the inspection, grandparents joined their grandchildren in Key Stage 1 for a morning of shared activities. All joined in enthusiastically and one granddad described the experience as 'Brilliant!'
- The local authority now gives light touch support to this good school.

■ **The governance of the school is good**

- The governing body provided good support and a crucial sense of stability during a prolonged period of disruption in the leadership of the school.
 - Governors are a regular presence in school and provide informed challenge and support to senior leaders.
 - Governors are fully aware of their responsibilities and there are robust procedures for safeguarding pupils and staff.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111389
Local authority	Cheshire West and Chester
Inspection number	405335

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Mrs Sarah Merison
Headteacher	Mrs Kathryn Magiera
Date of previous school inspection	13-14 Oct 2010
Telephone number	01606 43128
Fax number	01606 49718
Email address	head@wittonwalk.cheshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk

© Crown copyright 2012

