

Wistaston Church Lane Primary School

Church Lane, Wistaston, Crewe, CW2 8EZ

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children become enthusiastic learners in the Early Years Foundation Stage, where they enjoy a lively curriculum and benefit from excellent teaching.
- The school builds extremely well on this excellent start and, as a result, pupils' overall achievement is outstanding.
- Pupils consistently make excellent progress as they move up through the school. Their progress often exceeds the usual expectations for pupils across the country.
- Attainment is high. Standards at the end of Key Stage 2 have been significantly above average for the past five years.
- Outstanding teaching is enabling pupils to build on their skills, year by year. Teaching provides a well-judged balance between challenge and support for pupils of all abilities and this contributes strongly to pupils' outstanding achievement.
- Pupils behaviour is excellent, in lessons and around the school. They feel extremely safe and secure in school and they are ready and eager to learn and progress. Older pupils are caring and responsible and play an active part in helping to make the school a happy place for everyone.
- The headteacher's strong leadership is very well supported by talented senior and middle leaders, by a very well-informed and actively involved governing body and by staff at every level in the school. There is a powerful drive to ensure that very high standards are sustained and that the school continues to build on what has already been achieved.

Information about this inspection

- Inspectors observed 20 lessons including 2 joint observations with the headteacher. They also made a number of short visits to lessons. They listened to pupils read in Years 1, 2 and 6 and they observed the teaching of letters and sounds in the Reception class and in Key Stage 1.
- Meetings were held with four members of the governing body, with staff, with groups of pupils and with a representative from the local authority.
- Inspectors reviewed information from 58 responses to the online parent questionnaire (Parent View) and from two letters received from parents. They also met with a group of parents to hear their views about the school.
- They took into account the views that staff expressed in the questionnaires they completed.
- They observed the school's work and looked at a number of documents, including the school development plan, documents relating to safeguarding, behaviour and attendance records and the school's own data on pupils' current progress.

Inspection team

Diane Auton, Lead inspector	Additional Inspector
Carolyn Pender	Additional Inspector
Stephen Helm	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The vast majority of pupils are White British and all pupils speak English as their first language.
- The proportion of pupils supported through school action is well below average; the proportion supported through school action plus or with a statement of special educational needs has increased in size since the time of the school's previous inspection and is now similar to that found in most primary schools.
- The proportion of pupils known to be eligible for pupil-premium funding is well below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of changes in teaching staff over the period since the school's previous inspection, mostly resulting from retirements or from teachers moving on to more senior posts elsewhere. Two teachers are currently on maternity leave. Five newly qualified teachers joined the staff in September 2012.
- An independent company offers before- and after-school care and also provision for pre-school children in a separate building on the school site. These provisions are inspected separately by Ofsted and reports are available on the Ofsted website.

What does the school need to do to improve further?

- Ensure that pupils continue to do extremely well in both mathematics and English in Key Stage 2 and take steps to ensure that the very small gap between the two subjects closes, by:
 - continuing to assess, track and compare all pupils' progress throughout the year
 - continuing to check very regularly on the quality and impact of teaching, especially in mathematics
 - continuing to guide and support on-going improvements in teaching through staff training and sharing good practice.

Inspection judgements

The achievement of pupils **is outstanding**

- Across the school, pupils show extremely positive attitudes to learning. They listen well in lessons and are keen to offer their ideas. They present their work with care and try hard to work neatly. Pupils of all ages work very well together, with a partner or in a group. All of these factors contribute strongly to their outstanding achievement.
- Overall, children start school with the skills that are typical for their age. They make excellent progress in the Reception class. They quickly become confident learners. By the end of the school year, most pupils' skills are considerably above the levels expected for this age group when compared to the national picture.
- From these favourable starting points, pupils continue to progress very well throughout all of the year groups in Key Stage 1 and 2.
- Attainment in Key Stage 1 has risen considerably since the last inspection. Attainment at the end of Year 2 has been significantly above average for the past two years. Attainment in writing, in particular, has risen well during this period and pupils now make excellent progress in writing, as well as in reading and mathematics. The school's data show that a gap seen in the past between reading and writing attainment has now closed and pupils' overall attainment is high in both aspects of literacy in Key Stage 1.
- In Key Stage 2, attainment is consistently high in English and mathematics and pupils make excellent progress in both subjects. The school has identified that progress is even more rapid in English than it is in mathematics and leaders are currently planning ways to close this relatively small gap between the subjects.
- Pupils' reading skills are developing extremely well. Systematic teaching of letters and sounds in the Early Years Foundation Stage and Key Stage 1 is giving pupils the tools they need to take their learning forward. Attainment in reading is high in Year 2 and very high by the time pupils leave the school in Year 6.
- Pupils who are disabled or who have special educational needs achieve extremely well because of the very good quality of the support they are given in lessons and because of the very inclusive nature of the school, which means that they are able to access and enjoy everything on offer.
- The small number of pupils who are entitled to the pupil-premium funding do extremely well and achieve just as well as everyone else in the school.

The quality of teaching **is outstanding**

- The quality of teaching has moved from good to outstanding since the previous inspection.
- Typical of the many positive features of the outstanding teaching seen are:
 - well-planned lessons, with interesting activities well matched to pupils interests and abilities, so that they are fully engaged, often becoming totally absorbed in their learning
 - teachers' very good use of questions and prompts, helping pupils to develop and extend their thinking about the things they are learning
 - activities with a high level of challenge, reflecting teachers' high expectations of what pupils can achieve.
- Effective teamwork between teachers and skilled teaching assistants ensures that everyone is given the support they need and often helps to move learning along rapidly. In a very effective literacy lesson in Year 1, for example, when pupils were learning how to write instructions about how to make orange juice, the class teacher and her assistant made deliberate 'mistakes' when recording pupils' ideas on the interactive whiteboard. Lots of hands went up, as pupils spotted these errors and a pupil came out to the board to insert correct punctuation and finger spaces into what had been written. Classmates provided a spontaneous round of applause for this, reflecting how well everyone had understood what they had to look for, and illustrating the happy and supportive conditions for learning in the class.
- Individual learning targets are being used very effectively to give pupils the 'big picture' for

their learning, so that they have an understanding of the next steps they need to take to move their learning forward. Teachers help pupils to focus on success in lessons by thinking of 'I can' statements at the start of the lesson that help them to know when they have fully achieved their objectives. Marking gives pupils constructive advice about what they need to do to improve their work.

- Pupils who have additional learning needs are identified promptly and support is provided at an early stage. In a number of cases, this has enabled pupils who may be struggling to gain confidence and catch up with their classmates. The school provides a wide range of different teaching methods to support pupils at school action plus and those who have a statement of special educational needs. The success of these is shown in consistently positive outcomes for pupils.

The behaviour and safety of pupils are outstanding

- Excellent behaviour is reinforced by warm and trusting relationships between pupils and the adults in school. Pupils say that if they have a problem they could call on any of the staff and they know they would get the help they need.
- All of the responses from parents indicated how happy they are with the care the school provides for their children. At the meeting with an inspector, there was wide agreement with a comment that the school, 'cares for every child as an individual'. Parents say staff inform them well about how their children are getting on. Parents of pupils with additional learning needs voiced a great appreciation of the school's inclusiveness and of the quality of provision to support their children's learning.
- The school's inclusion team keeps a sharp focus on dealing with difficulties that sometimes stand in the way of pupils' successful learning and progress. The team works closely with a range of outside agencies that help to support pupils' learning, health and social needs. The school provides sensitive support for pupils and families whose circumstances might put them at risk.
- Pupils understand the different types of bullying, including bullying through the internet or text messages and know how it should be dealt with. They say there is no bullying in school, but should there be they are confident staff would deal with it.
- Pupils play an active part in ensuring a happy, well-organised school. For example, Year 6 buddies read with their partners from Year 1 at lunchtime each day, they are well-prepared and do an excellent job in helping the younger ones to improve their reading skills and younger pupils benefit greatly from this regular individual support.
- The school council is active and influential. Pupils help organise activities at playtimes. They carry out responsibilities as prefects and sports captains and they produce a lively and colourful account of learning in and out of school in the school newspaper each term.
- Attendance figures are consistently high, reflecting the strong partnership between home and school, and punctuality is excellent.

The leadership and management are outstanding

- Since the last inspection the headteacher has continued to lead the school from strength to strength.
- With the help of the leadership team and subject leaders, regular checks on the quality of teaching and the impact it has on pupils' learning and progress. The leadership of teaching is supported by an extensive programme of staff training and development.
- Detailed progress reviews each term provide a very clear picture of how well every child is doing and help to identify anyone who may need additional support. The well-designed school development plan is a useful working document to guide improvements through the year. Leaders regularly review and measure progress towards the ambitious targets and this gives a clear overview of the impact and success of the actions taken, consequently the school's self-

evaluation is very accurate.

- Support for pupils with disabilities or special educational needs and for pupils known to be eligible for the pupil-premium funding is managed very well. Inclusion team members work together closely and have a range of specialist skills. They ensure that training is provided for all staff to keep up to date in meeting the various needs of pupils.
- Pupil-premium funding is used to provide additional support for those who are entitled, this helps develop their reading and writing skills. The school's records show that this additional help enabled the small group of pupils concerned to make excellent progress during the last school year.
- The outstanding curriculum is carefully planned to provide interest and enjoyment to pupils and to help them develop a wide range of learning skills. There are frequent opportunities for pupils to practise and develop their literacy and numeracy skills when working on topics that bring other subjects together and this contributes well to their excellent achievement. All year groups from Year 2 to Year 6 enjoy residential trips; every topic incorporates visits or specialist visitors to school. All classes learn French and have opportunities to develop sporting, artistic and musical skills.
- The local authority provides minimal support for this outstanding school. The school uses local authority services and works in partnership with its consultants to support pupils with disabilities or special educational needs.
- **The governance of the school:**
 - Governors have a detailed knowledge of pupils' achievement and of the quality of teaching in school. This enables them to play an active part in evaluating the school's work. Governors' effective contribution to managing staff performance ensures that everyone is held to account for pupils' progress; the governing body is fully aware of the link between staff performance and salary progression and makes its decisions about staff pay on this basis. Governors ensure that the pupil-premium funding is wisely spent. They carry out their statutory duties effectively, ensuring that safeguarding procedures are managed well and reviewed regularly. They ensure that equal opportunities are promoted vigorously and that discrimination is not tolerated in school.

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	135138
Local authority	Cheshire East
Inspection number	403667

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Carole Atkinson
Headteacher	Graham Prince
Date of previous school inspection	10 April 2008
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