

# Winnington Park Community Primary and Nursery School

Firdale Road, Firdale Park, Winnington. Northwich, Cheshire, CW8 4AZ

**Inspection dates** 27–28 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching throughout the school, although improving substantially, is not yet consistently good; further improvement is needed in the teaching of English and there is too little outstanding teaching.
- Although pupils' progress is improving rapidly, slower progress in the past means that some pupils have to catch up lost ground and so have not done as well as they should.
- Pupils do not reach high enough standards in writing, particularly with regard to their use of spelling, punctuation and grammar.
- Those who are more able are not always given the challenge they need to produce their best work.

### The school has the following strengths

- Children in the Early Years Foundation Stage get off to a good start because of good teaching based on a strong understanding of how young children learn.
- Progress in mathematics is improving rapidly and standards throughout the school are rising.
- Pupils behave well. Their attendance is above average. They feel safe in school and enjoy their lessons
- In a very short time, the headteacher has improved the way that the school works and, with the support of senior leaders is rapidly changing it for the better.
- Leaders have worked well with local authority advisors and made good use of the help and support provided.
- The governing body works well with the school and holds leaders to account for their work to bring improvements.

## Information about this inspection

- Inspectors observed 15 lessons and parts of lessons.
- Meetings took place with members of staff and the governing body, a representative from the local authority and groups of pupils. There was some informal discussion with parents and inspectors took account of 54 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and looked at a wide range of school documentation, including national assessment data and the school's own assessments, the schools self-evaluation, recent local authority reports, minutes for governing body meetings, curriculum and safeguarding information and samples of pupils 'work.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Clarice Nelson-Rowe

Additional Inspector

## Full report

### Information about this school

- Almost all pupils are White British in this average sized primary school.
- The proportion of pupils supported by school action and those eligible for support through the pupil premium funding are below average.
- The proportions of pupils supported by school action plus or with a statement of special educational needs are average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school care is available on the school site. This is not managed by the governing body and receives a separate report which is published on the Ofsted website.
- The headteacher took up her appointment at the beginning of the summer term 2012.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by:
  - making sure that all pupils, particularly those who are more able, are always given work that is demanding enough
  - checking that the new systems that the school has for marking pupils' work is used effectively by all, so that pupils always know what next steps to take to improve and follow up that advice in their next work.
- Raise the standard that pupils achieve in their writing by:
  - giving pupils more chances to write in different ways and for different purposes, across all subjects
  - improving pupils' spelling, grammar and punctuation.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school in the Early Years Foundation Stage with skills that are generally below those typically expected for their age. They are taught well and make good progress so that when they leave the Reception class most work securely within the expected levels in all areas of their learning and some reach more advanced levels.
- In the past, pupils have not done as well as they should by the end of Year 2, in reading, writing and mathematics, given the good start they had in the Early Years Foundation Stage. In previous years, pupils' attainment at the end of Year 2 was only broadly average and very few reached the higher levels in their work that they should have done. However, the 2012 national test results showed a jump in the number attaining above expected levels in mathematics. This improvement is continuing and current attainment in Year 2 shows that pupils are on track to achieve higher standards.
- As a result of slower than expected progress in Years 1 and 2, pupils in Years 3 to 6 over the past four years have been 'catching up' and they too have only achieved average standards, with too few reaching their full potential in English and mathematics. Again, however, the picture is improving strongly, especially in mathematics.
- In the 2012 national tests, almost all Year 6 pupils made at least expected progress and more than previously did better than expected with some reaching Level 6, which is the highest possible level. The school's accurate systems for tracking pupils' progress show that they are now doing much better and standards in mathematics in Year 6 are on track to improve considerably.
- Progress in reading is good but in writing, it has not been so quick. Additional time has been given to practise their spelling, punctuation and handwriting, but the results of this is not yet showing sufficiently in pupils' work nor are pupils writing enough in different subjects to speed up their improvement.
- The school has introduced good systems to improve reading and whole-school training has improved teachers' skills. This combination has had good impact in a short time. Pupils are enthusiastic readers. Those in Year 2 enjoy stories. They use their knowledge of letters and sounds well, when they stumble over a word, to make sense of what they read. By the end of Year 6 pupils read fluently. They have sound knowledge of books and different authors.
- Disabled pupils and those with special educational needs mostly do as well as others in the school, from their starting points. Some do better than expected. Pupils have good help from staff and teachers check pupils' work closely to make sure that progress continues.
- Pupils who are supported by the pupil premium are benefitting from the extra teaching and support that the funding provides. School assessment records show that pupils known to be eligible for free school meals make at least the same progress as others in the school.

### The quality of teaching

### requires improvement

- Teaching is improving strongly despite some remaining weaknesses. It is better in mathematics than in English. In the past two terms, the school has worked very hard to make sure that teachers use assessment to full advantage. As a consequence, teachers plan work and check pupils' understanding using assessment of their previous learning. This has resulted in day-to-day progress improving speedily.
- Mathematics lessons are planned well. Teachers are clear about what pupils will learn and this is shared with pupils so that they know what is expected of them. They question pupils to check how well they understand and keep expectations high by asking pupils to explain what they did in order to find their answers. The first part of a lesson is quite brisk, with not too much time listening to the teacher. That leaves enough time for pupils to practise the skills they have

learned and make good progress.

- In English lessons, teachers are finding interesting ways to encourage pupils to write. For example, Year 6 pupils came to school dressed as 'super heroes' in order to fire their imaginations. In Year 2, pupils watched a demonstration of jelly-making so they could write their own instructions later. The expectation of what pupils can achieve, however, is not high enough. Teachers give pupils too much guidance about how and what to write and sometimes do not match work well enough to pupils' abilities. This does not make enough demands on their skills and limits the progress of more-able pupils in particular.
- Teachers use the newly introduced marking systems to give pupils useful advice about how to improve their work. In writing, however, the advice is not always clear, and too frequently, it is not followed up immediately by the pupils. The marking of spelling, punctuation and grammar across all subjects is not rigorous enough.
- Teachers are increasingly planning lessons where pupils use different skills to improve their learning. A good example was the way in which pupils used their literacy and computer skills to help develop their learning in geography. Teachers use electronic whiteboards confidently in lessons to help pupils focus on their learning.
- Teaching assistants give valuable support when they are with individuals and small groups of pupils. At other times, their specific role is not planned as well as it could be. As a result, opportunities to involve pupils in focused learning, for example, during the first part of a lesson are sometimes missed.
- Relationships in classrooms are very good. There is a strong sense of feeling safe because pupils know that their contributions are valued. This boosts their confidence so they are keen to 'have a go'.

### **The behaviour and safety of pupils** are good

- Pupils have good attitudes to learning. They enjoy lessons, especially when they can work together and 'bounce' ideas off one another to solve problems.
- Pupils arrive in school on time and their attendance shows good improvement.
- Pupils' spiritual, moral, social and cultural development is good. Their behaviour in lessons and around the school is always good and sometimes exemplary. Pupils are very polite and courteous towards grown-ups and each other, whatever their cultural backgrounds. They behave kindly toward others in the playground and feel safe because, they insist, there is no bullying or name-calling.
- They have good understanding of potentially harmful situations outside school, including cyber-bullying, and know how best to deal with them.
- Pupils contribute a great deal to the everyday life of the school. They are very enthusiastic about the responsibilities they have, whether it is to serve on the school council or eco-committee, or take on caring roles in the playground or as safety officer in the school. They are proud of their school, willing to let their views be heard and, overall, prepared well for the next stage of their education.

### **The leadership and management** are good

- The headteacher's leadership is a very significant guiding force in the school's noticeable and rapid improvement. In the two terms since her appointment, she has gained the full confidence and support of staff and parents who recognise how the school has changed for the better.
- The headteacher is very clear about how successful the school can be and her high ambition for the school and determination for success has clearly motivated staff whose commitment to school improvement is equally determined.

- All staff have fully taken on board the very effective support and guidance from the local authority. This has been a great help to the school in helping leaders to set priorities and tackle them vigorously.
- Systems for checking on pupils' progress have been improved. They are thorough and give an accurate picture of how well pupils are doing.
- Equally robust measures, involving the senior leaders and subject managers, for checking teachers' performance have been put in place, with the result that more lessons are taught well and pupils' progress is quickly picking up. Expectations of teachers' performance are high, and well-planned training to improve their subject knowledge and skills is already showing positive results in, for example, reading and mathematics.
- Subject leaders have contributed well to a more relevant and interesting curriculum. Pupils do well in art and music as well in mathematics, but need more opportunities to test their writing skills.
- All staff share a clear view about what needs to be improved and what works well. Under the current leadership, the school is well able to carry on making improvements.
- **The governance of the school:**
  - The governing body knows how good the school can be and it holds the school's leadership team to account. It checks standards carefully and has a good understanding of where the strengths and weaknesses are, including teaching performance. Governors support the school well and are careful to consider the best route to take over spending. They follow closely the impact that the pupil premium funding has in ensuring that all pupils have equality of opportunity in their learning. Safeguarding procedures meet all requirements. All necessary checks on people who work in the school are carried out. Relevant safeguarding training is up to date and all necessary actions to minimise risk are taken.

## 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

<b>Unique reference number</b>	111212
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	405322

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Wade
<b>Headteacher</b>	Jane Dale
<b>Date of previous school inspection</b>	20 September 2010
<b>Telephone number</b>	01606 74371
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