

Winsford High Street Community Primary School

High Street, Winsford, Cheshire, CW7 2AU

Inspection dates

23–24 January 2013

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.

- Pupils make good progress from their starting points and, by the time they leave school at the end of Year 6, reach standards in English and mathematics that are in line with those expected for their age.
- Teaching in all classes is good.
- The care and support given to pupils who attend the specialist unit is highly successful. Consequently, these pupils cope well in school and make excellent progress.
- The wide range of trips, visits and additional activities provided by the school help to broaden pupils' horizons and provide extra interest and excitement about learning.
- Pupils' behaviour is good. They are attentive in lessons and show care for each other. Bullying is rare and any misbehaviour is tackled quickly. Pupils say that they enjoy school and feel safe there.
- The improvements made since the last inspection are the result of clear-sighted and effective leadership of the headteacher and senior team.
- Leaders, including the governing body, are very well informed about the quality of teaching and the progress that pupils are making. They use this information to drive forward further school improvement.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- A few pupils often arrive late for school.
- While pupils make good progress at school, their rate of progress in Key Stage 1 is not as fast as in Stage 2.

Information about this inspection

- Inspectors observed 16 lessons, two of which were joint observations with the headteacher, and made short visits to eight other lessons. Inspectors also visited an assembly and the breakfast club; observed break times and listened to pupils reading.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body, two other governors and a local authority adviser.
- Inspectors took account of 27 responses to the on-line questionnaire (Parent View) and also talked to parents on the school playground.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans, and records of governing body meetings. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Martin Pye, Lead inspector	Additional Inspector
Adrian Martin	Additional Inspector
Jim Bennetts	Additional Inspector

Full report

Information about this school

- Winsford High Street Community School is larger than the average sized primary school. Since the last inspection, the number of pupils at the school has increased.
- The proportion of disabled pupils and those with special educational needs supported at school action plus, or with a statement of special educational needs, is similar to that found in most schools. The proportion supported at school action is lower than that seen in most other schools.
- The school provides a specially resourced provision for pupils with special educational needs. This is a specialist teaching unit for pupils with autism. Currently, there are eight pupils attending this unit and five other pupils undergoing assessment.
- Most pupils are White British.
- The proportion of pupils known to be eligible for the additional pupil premium funding is below average.
- Winsford High Street Community Primary School meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a before-school breakfast club from 8.30 a.m.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - the more able pupils are always given hard enough work in every lesson
 - adult support in classrooms is always used to best effect to support pupils' learning
 - pupils are always given enough time and opportunity to think about what they have learnt and what they need to do next in order to learn more.
- Boost Key Stage 1 pupils' progress, particularly in their early literacy, by:
 - making sure that teachers and leaders check how well the actions taken to improve pupils' learning, including those who join the school later than others, are working
 - reducing the use of unnecessary worksheets that stop pupils from thinking for themselves.
- Work with parents in order to improve the punctuality of the small number of pupils who arrive late too often.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress at Winsford High Street Primary School, with progress in Key Stage 2 being faster than progress in Key Stage 1.
- Many children start school with skills and knowledge that are below average for their age. The careful recording of children's progress in the Reception classes, together with the good teaching they receive, means they soon settle in and learn quickly. Consequently, by the time they start in Year 1, most pupils have reached standards that are closer to age-related expectations, although their early writing skills still lag behind other areas.
- During their time in Key Stage 1, most pupils make good progress with many reaching average standards in English and mathematics at the end of Year 2. However, some pupils make slower progress, particularly in their early reading and writing.
- In recent years, the school has taken in some pupils from other schools during Year 2. Pupils' progress records show that the pupils who spend the whole of Year 1 and Year 2 at the school reach higher standards in reading, writing and mathematics, at the end of Key Stage 1, than those that move in to the school during Year 2. Those pupils, that join the school later, receive extra support to help them catch up, but it is not until the later Key Stage 2 years that the lost ground is regained.
- In all Key Stage 2 classes, pupils make good progress in English and mathematics and leave school, at the end of Year 6, with the skills and knowledge expected for their age.
- Pupils with autism, supported by the specialist teaching unit at the school, make exceptionally good progress, academically and socially. The excellent attention to their needs means that they cope well in class and around school. They have equal access to everything the school has to offer, get on well with other pupils, and thrive at school.
- Pupils with other special educational needs or disabilities also do well because they are given the support that they need.
- Until recently, pupils known to be eligible for free school meals and supported through the use of pupil premium funding have not achieved as well as other pupils at the school. This is no longer the case. The school uses the extra money it receives to pay for support staff and to provide additional learning opportunities, such as educational trips, that inspire pupils to do their best. During this inspection, pupils receiving extra support in this way were seen to be making strong progress. School records and pupils' school books confirm that these pupils are catching up with the rest.

The quality of teaching

is good

- Since the last inspection, the quality of teaching has improved and is consistently good in all classes. Some aspects of teaching are outstanding.
- In the very best lessons, teachers continually check what pupils can do by questioning them in a way that prompts them to explain their thinking. In a very effective mathematics lesson, for example, pupils had to work out the price of items that had been reduced in a sale. This practical task required them to apply their skills to a real-life situation and to explain and share their ideas as they worked together on calculations. By questioning and listening carefully to check pupils' understanding, the teacher was able to make sure that pupils of all abilities were properly challenged and supported in their learning.
- All teachers plan different work for different ability groups and most teachers provide opportunities for pupils to reflect on their learning, as was seen in a high quality Year 6 English lesson that required pupils to refine and improve their writing. In just a few lessons, however, the more able pupils do not push on as quickly as they could because they have other, more routine tasks, to get through first. At other times, pupils are not given enough time to think about what they have learned in a lesson so they are not sure how well they are doing.

- Pupils' work in books is well presented and of good quality. Teachers' marking is helpful and provides clear guidance to pupils about how well they are doing. Pupils of all ages can explain how their targets help them to understand the progress they are making. In Key Stage 1, however, there is an over-use of worksheets, which limits pupils' ability to make decisions about how to organise their written work.
- In most classes, teaching assistants and other adults work well with teachers to support the learning needs of individuals or groups of pupils. In a few cases, this extra support does not work as well as it could. This is because some teaching assistants give too many instructions or talk too much so that pupils are distracted from their learning.
- The support and quality of teaching provided by the staff working in the specialist unit is excellent.

The behaviour and safety of pupils are good

- Pupils are proud of their school, look smart, and show interest in all aspects of school life. They know that their ideas and suggestions will be listened to and acted upon.
- In lessons, pupils are attentive and keen to learn. At break times, they play well together. Pupils of all ages, abilities and background are at ease with each other, and are polite to adults and visitors.
- A particular strength of the school is its success at supporting pupils who have found it difficult to cope in other schools.
- Pupils understand that all types of bullying are unacceptable and say that it rarely happens. They say that if it did, it would be stopped. They also understand that bullying is not the same as the occasional disagreements that do happen at school. Pupils explain that when anyone is upset or hurt at school, a member of staff will always look after them.
- The level of attendance at school is similar to that seen in most other schools, but a few pupils arrive late in the mornings. Consequently, they miss the start of lessons and do not learn as quickly as the other more punctual pupils.
- Good behaviour is rewarded and any poor behaviour is challenged effectively. Adults are calm and pupils feel safe and secure at school.

The leadership and management are good

- The improvements seen since the last inspection are the result of strong, clear-sighted leadership. The headteacher has sought out, and developed, talent in order to build a capable and effective leadership team. Together with his senior team, he has created a climate of high expectation where everyone does their best. There is strong sense of team work and a shared ambition to create an outstanding school.
- Senior staff in the main school and the specialist teaching unit do their jobs very well. They regularly watch teachers at work and give them advice about to improve their teaching. At all levels, it is understood that pay progression for staff is linked with effective teaching in the classroom. If anyone is not performing as well as they should, extra checks and support are put in place.
- Through meetings with their staff teams, school leaders, including the governors, keep a close eye on pupils' progress and plan ways to improve the school. The systems for sharing information and for checking that agreed plans are put into action are well-organised. However, leaders could do more to check whether recent actions to boost pupils' performance, for example, in their early reading and writing, are working as well as planned.
- Learning in different subjects is enriched by trips and special events in school. A significant feature of the school's work is its commitment to offering a residential trip to pupils in every year group from Year 1 to Year 6. The school has used some of its additional funding to help pay for

trips so that no-one is left out.

- Pupils are taught about right and wrong and leaders work hard to make sure that all are treated fairly and have the same opportunities.
 - Links with a school in Kenya help to teach pupils about the wider world. Closer to home, pupils' involvement in local projects, such as helping to clean up the graffiti in Winsford, help them to develop a sense of social responsibility.
 - The local authority keeps a distant watch on the school and does not see a need for any additional support for this good school.
 - The school meets statutory requirements relating to safeguarding and equality of opportunity.
 - **The governance of the school:**
 - The governing body is well informed because governors have weekly meetings with staff. They know in detail how well pupils are doing and receive regular updates about the quality of teaching. They use this information to make decisions about school improvement priorities and staff deployment. In addition to shaping the direction of the school, many governors have a hands-on role; making visits to classrooms to help out and to see the school at work. The governing body manages funds carefully, including the use of the pupil premium, to pay for the staff, activities and resources that help to boost pupils' progress and self-esteem.
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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	111057
Local authority	Cheshire West and Chester
Inspection number	401167

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	363
Appropriate authority	The governing body
Chair	Michael Whitaker
Headteacher	Mark Joule
Date of previous school inspection	30 September 2009
Telephone number	01606 288188
Fax number	01606 861934
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