

Winwick CofE Primary School

Myddleton Lane, Winwick, Warrington, Cheshire, WA2 8LQ

Inspection dates 15–16 May 2013

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

Summary of key findings for parents and pupils

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

- Pupils' progress is not consistently good throughout the school. Over time, pupils have attained only expected levels in English and mathematics. Too few have made more than expected progress.
- Teaching throughout the school is not consistently good including in the Early Years Foundation Stage. Teachers do not use assessment information effectively enough to build on what pupils already know and can do.
- The quality of marking varies and does not have enough impact on pupils' work. Time is not always used to best advantage in lessons.
- Monitoring and evaluation of teaching and learning have not been rigorous enough. The restructuring of senior management roles is at an early stage and not yet settled.

The school has the following strengths

- Progress has begun to improve over the past year. More pupils are working within expected levels in writing and mathematics and some are on track to do better than expected for their age by the end of the year.
- Progress in reading is good.
- There is more good teaching than previously seen in the school.
- Pupils behave well. They are always polite and well mannered. Attendance is above average and they feel safe in school.
- Governance is good. The governing body works well with the recently appointed headteacher. Together, they show that they are fully capable of driving the school forward.

Information about this inspection

- Inspectors observed 11 lessons and parts of lessons.
They held discussions with members of staff, pupils and members of the governing body as well as a representative from the local authority.
- Also taken into account were 39 responses from parents via the on-line questionnaire, Parent View.
- Inspectors observed the school’s work and examined a wide range of documentation including: national assessment data and the school’s assessments; the school’s own view of its work; local authority reports; minutes from governing body meetings; curriculum information and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Jean O’Neill

Additional Inspector

Full report

Information about this school

- Almost all pupils are White British in this smaller than average-sized primary school.
- The proportion of pupils supported by school action is broadly average.
- A similar proportion of pupils is supported at school action plus or has a statement of special educational needs.
- A below-average proportion of pupils is known to be eligible for support through the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children that are looked after.)
- Before- and after-school care is provided by the school.
- The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.
- The headteacher has been in post for one year, following a period of unsettled leadership.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good or better by:
 - assessing pupils' knowledge and understanding accurately and using that information to build on what pupils know and can do
 - using time well in lessons to make ensure that pupils get on with practical learning rather than listening unnecessarily to the teacher
 - ensuring that teachers' subject knowledge is sufficiently secure, particularly in the Early Years Foundation Stage
 - following-up marking to make sure pupils respond to it in order to improve their work.
- Improve standards in mathematics and writing throughout the school by:
 - making sure that work challenges all pupils sufficiently in mathematics lessons
 - setting clear targets for pupils that raise expectations of what they can achieve in writing
 - planning more opportunities for them to practise and improve their writing for different purposes across all subjects.
- Improve leadership and management of the school by:
 - establishing clear roles and accountability for senior leaders at the earliest opportunity
 - checking the quality of teaching regularly and ensuring that weaknesses identified are followed up rigorously to secure improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Children's abilities, when they enter Reception, are generally typical for their age. They are happy in school and well cared for but make only expected, rather than good, progress because teachers' use of assessment to plan next steps for children's learning and development is not strong enough. Children work broadly within the expected levels for their age in all that they do by the time they enter Year 1.
- Attainment at the end of Year 2 has been consistently average for some time. In two of the last three years, attainment in writing has been significantly lower than the national average. The school correctly recognises this as an area for improvement. Although in the current year standards and progress have begun to pick up, good achievement is not yet evident and progress since the previous inspection has been slower than expected.
- There is a similar picture at Key Stage 2. Over the past three years, attainment in English and mathematics overall by the end of Year 6 has been average. Standards in mathematics dipped to below average in 2012. Whereas most pupils made expected progress, the proportion making good progress was below the national expectation.
- As seen in Key Stage 1, however, progress in Years 3 to 6 has begun to gather some pace over the current year. Pupils in Years 3 and 4, for example, have made up considerable ground from their earlier starting points and the school has high ambition for the attainment of the current Year 6 in mathematics. Nevertheless, these improvements are recent and good progress is not yet embedded. School leaders acknowledge that standards in writing and in mathematics throughout the school should be consistently higher.
- The school's results in reading at the end of Year 6 are a little higher than the national average and better than in mathematics and writing. Reading gets off to solid start especially in Years 1 and 2 where there is some good teaching of phonics (letters and the sounds that they make). Pupils in Year 2 have good attitudes to reading. They read confidently and are more than happy to talk about the books they have chosen and those they read at home. They use their knowledge of phonics well to tackle unfamiliar words. Overall, they make good progress.
- By the end of Year 6, pupils have very mature attitudes to reading. They choose from a wide range of electronic as well as printed copy texts and recognise reading as an important skill in their learning. They read challenging texts fluently and accurately and have good knowledge of past and current authors' work.
- The pastoral needs of disabled pupils and those with special educational needs are very well provided for in school and through external support. Plans that reflect their learning needs are mapped out for them and reviewed each term but outcomes, in terms of the progress pupils make, are not given sufficient attention. Overall, pupils make steady progress from their varying starting points.
- Pupil premium funding has provided additional teaching for those eligible for support. Although the number eligible for funding, including those known to be eligible for free school meals, is very small, assessments show that in English and mathematics their attainment levels are broadly similar and attainment gaps are beginning to close.

The quality of teaching

requires improvement

- There has been improvement in the quality of teaching and learning over the current year owing to effective training and support provided by the local authority, whose advisers have worked closely with the school. The amount of good teaching has increased but there is still some that requires improvement and none is outstanding.
- A strong focus currently in school on teaching literacy and numeracy is beginning to show impact on pupils' progress. Year 5 pupils, for example, showed that they have a good grasp of punctuation and grammar when picking out 'mistakes' in the teacher's writing. A planned

programme to develop extended writing is helpful to all pupils but they do not write sufficiently across the whole curriculum.

- Where teaching is good, the lesson is planned well and explained by the teacher so that pupils know precisely what they are expected to learn. There is a good range of resources to help pupils' learning when activities start. Teachers use electronic whiteboards well to help pupils focus on their learning.
- A good range of methods are used. Small whiteboards get the classes fully involved in writing and sharing answers. Teachers allow pupils to talk to each other about their ideas, to test them out and come up with an answer between them. In a French lesson, pupils went into 'cafe role play' with customer and waitress both speaking French. In a geography lesson, the teacher arranged mixed-ability groups for the activities. This meant that less-able pupils were more involved in discussion and decision making. They learned well alongside others and their self-esteem was given a boost.
- The best lessons have plenty of pace. No time is lost in getting pupils started on their activities and teachers and teaching assistants check pupils' learning by constantly questioning to make sure objectives are being met and to move learning on.
- A common weakness is that teachers do not use what they know about pupils' abilities to challenge them enough, particularly in mathematics. For example, in one lesson, despite pupils letting their teacher know that they were confident about what they were doing in mathematics, they were not given the time and independence to go and test themselves, nor did the teacher change what was planned to provide harder work for more-capable pupils. Even where teaching was generally good, some pupils could show that they were able to explore number at a higher level than that set for them.
- Marking of pupils' work is inconsistent across classes and subjects. Teachers comment frequently on pupils' work but comments are not followed up and improvement is difficult to find. Too often marking is only complimentary and does not pinpoint what pupils need to do next. Sometimes work is not marked at all.
- Teaching assistants provide valuable support for pupils' learning. They manage small groups and individuals well and teaching sessions are enjoyable and well focused for pupils.
- Relationships in lessons and groups are good. Pupils know that what they say is valued by teachers and teaching assistants so they are confident and very willing to try their best.

The behaviour and safety of pupils are good

- Behaviour in lessons and attitudes to work are good. Pupils generally work hard and enjoy what they do, though some are easily distracted when teaching does not challenge them. They enjoy working in groups and, as well as enjoying reading, they are enthusiastic about art, music and sports.
- Pupils' spiritual, moral, social and cultural development is good. They form trusting relationships with one another and with adults who care for them in school. Their politeness and good manners are often exemplary. Pupils' awareness of cultures other than their own is good and links with the parish church and local community win for the school a high profile and much praise.
- Pupils feel safe in school. They state firmly that there is no bullying or hurtful name-calling. They are fully aware of the different forms that bullying can take, including misuse of the internet and understand well how to keep themselves healthy and safe from harm outside of school. Pupils say that they are very well cared for in school. This view is overwhelmingly endorsed by parents who responded to Parent View. Pupils' attendance is above average.
- The additional before- and after-school care is well attended by pupils and appreciated by their parents. Policies and risk assessments are in place and the level of care and safety provided is good. Pupils benefit from the opportunities they have to develop personal and social skills in a secure environment.
- Pupils contribute well to the everyday life of the school. The school actively gives pupils a voice

in school matters and has worked hard in the past to raise funds for good causes that benefit pupils in the school. A notable achievement was the building of a ramp up to the quiet garden area of the playground to make it accessible to all pupils. Pupils take an interest in recycling and saving energy and willingly help out as play leaders and lunchtime helpers. By the end of Year 6, they are well prepared socially and personally to move on to the next stages of their education.

The leadership and management

requires improvement

- The headteacher took up his post following a considerable period of unsettled leadership. Over the past year he has worked energetically to bring stability and improvement to the school. Productive work with the local authority has been helpful in getting these processes established.
- An important priority has been the restructuring of senior management roles within the school. Although the governing body are urgently seeking to appoint a deputy headteacher, the process is taking longer than expected so leadership at all levels is not settled. This means that currently roles and accountability are not fully established.
- This has had a knock-on effect on the management of teaching and the monitoring of teachers' performance. The systems for managing teachers' performance are in place. Teachers are aware of the expectations set out in the Teachers' Standards and of how pay progression is now linked to classroom performance and accountability. There have been checks on the quality of teaching, but this has lacked regularity, and identified aspects for improvement in teaching have not been followed up rigorously enough.
- Nevertheless, the school is on a path to improvement. Leaders' view of what needs to be done is accurate and priorities and vision for the school are clear. Teaching has begun to improve as have standards and progress in English and mathematics. The governing body is single-minded in its determination to move the school forward. Their work alongside the headteacher underpins the school's strengthening capacity to continue to improve.
- The curriculum engages pupils well. Literacy, numeracy and information and communication technology are given sufficient priority. Additional activities provide many enjoyable experiences for pupils that help to nurture their interests and develop their personal skills. Subject leaders are committed to the school's further improvement but their overview of the impact of their leadership on achievement in the different subjects varies, depending on their experience.
- **The governance of the school:**
 - The governing body has helped to steer the school through an unsettled time and has emerged stronger as a result. As a result of a thorough and well-focused programme of training and a clear ambition for the school, governors' confidence has grown along with their determination to make the right decisions which will further improve leadership and teaching. Governors know the school well and hold the headteacher to account. They have a good understanding of the quality of teaching and current salary structures. They monitor these to ensure the best impact on pupils' learning. The pupil premium is managed effectively to make sure that there is equality of opportunity for all pupils to achieve as well as they can and that attainment gaps continue to close. Statutory responsibilities are dealt with efficiently and there are no concerns with regard to safeguarding arrangements which meet all of the government's requirements.

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	111365
Local authority	Warrington
Inspection number	405333

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	David Hansley
Headteacher	Ian Price
Date of previous school inspection	15 June 2011
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