

Wimboldsley Community Primary School

Nantwich Road, Wimboldsley, Middlewich, Cheshire, CW10 0LN

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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 now make good progress in their learning in reading, writing and mathematics from their individual starting points.
- School data and inspection evidence show standards at the end of Year 6 are now above average.
- All groups of pupils are very well supported and learn well in lessons which excite and interest them.
- Teachers make good use of the accurate information from the school's system that tracks pupils' ability levels and their progress. As a result, lessons are well planned and tasks are exciting, motivating and engaging.
- Pupils are very polite, respectful and very well behaved around school.
- Pupils say they feel very safe in school because the school staff look after them so well.
- Opportunities for learning are very well enhanced by visitors to school, such as officers from the local fire service and police officers, who bring learning to life for pupils.
- Exceptionally well-established links with William Stockton School have been pivotal in supporting improvements in the past year.
- The interim executive board (IEB), in partnership with the executive and acting headteachers, has successfully brought about improvements to teaching and achievement, and the school continues to improve.

It is not yet an outstanding school because

- A very small minority of teaching requires improvement. This means that that rate of progress between year groups in reading, writing and mathematics sometimes varies.
- Teachers responsible for leading literacy and numeracy in the school are not yet improving pupils' learning enough.

Information about this inspection

- The inspector observed 10 lessons or part lessons, one of which was jointly observed with the executive headteacher and three jointly observed with the acting headteacher. In addition, the inspector listened to pupils read and observed a number of teaching assistants and volunteers working with pupils both in and out of lessons.
- Discussions were held with pupils, parents, and teachers, two members of the IEB and a representative of the local authority.
- The inspector took account of the 32 responses made by parents to the online questionnaire (Parent View), held a telephone conversation with a parent and considered the 11 responses to the staff questionnaire.
- The inspector observed the work of the school and scrutinised plans for improvement as well as documents relating to safeguarding, behaviour and attendance.
- A broad range of other evidence was also scrutinised by the inspector, including pupils' current work in books from all classes and the school's own data and monitoring records of how well pupils progress in their learning. The standards pupils have, or are predicted to achieve at the ends of both key stages this year were also considered.

Inspection team

Declan McCauley, Lead Inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- A below average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for support from the pupil premium is below the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been significant changes to the leadership of the school. The executive headteacher oversees the work of the school and it is led and managed on a day-to-day basis by the acting headteacher.
- Staff at the school work very closely with staff from William Stockton Primary School in a soft federation. In September 2013, the schools will form a hard federation.
- The school currently has an IEB rather than a governing body and has established a joint governing body with William Stockton Primary School with effect from September 2013.

What does the school need to do to improve further?

- Improve pupils' progress so that it is consistently good for all pupils in reading, writing and mathematics through eliminating the very small minority of teaching that requires improvement by:
 - ensuring all teachers more carefully match learning tasks to pupils' varying abilities
 - avoiding excessive repetition in mathematics lessons when pupils are ready for more difficult work
 - making sure all teachers check pupils' responses to marking so that they are certain that pupils do not make the same mistakes
 - ensuring all pupils are fully focused during the whole lesson so that learning progresses at a fast rate
 - strengthening the impact that the teachers who are responsible for leading literacy and numeracy have on improving the quality of teaching and pupils' learning.

Inspection judgements

The achievement of pupils

is good

- From their individual starting points, children make good progress in the Early Years Foundation Stage because of effective teaching. School data and the latest test results show that pupils continue to make good progress between Years 1 and 6. When pupils leave Year 6, the standards they attain in English and mathematics are now above the national average.
- After the previous inspection, pupils' standards at the end of Year 6 declined. In Year 6 in 2012, for example, a below average proportion of pupils made progress at the nationally expected rate in mathematics. The decline in standards has now stopped and current standards are above average, including in mathematics, because of much better teaching in lessons. Similarly, pupils' progress in mathematics is faster because of the specific focus of school leaders on improving pupils' achievement.
- Although pupils' progress is now good overall it is not yet outstanding because it remains too variable between year groups. A few pupils make much faster progress than others in reading, writing and mathematics while a few pupils make less progress in these subjects.
- Disabled pupils and those with special educational needs make good progress in their learning because teachers and teaching assistants support the pupils well and plan carefully to meet their individual needs.
- Pupils are taught to read well. They read fluently and talk excitedly about their enjoyment of reading which has been nurtured by their teachers and teaching assistants. By the end of Year 2 standards in reading are above average, which represents good progress from their previous starting points.
- Pupils enjoy their literacy and mathematics lessons and say they learn well because teachers want to help them do their very best in their learning. Pupils feel strongly that teaching has improved greatly in the past year. Occasionally, in mathematics pupils do not achieve as much as they could because teachers do not give them learning tasks which are hard enough.
- In the past, pupils known to be eligible for support from the pupil premium have not made as much progress as they could have done. In lessons, they now make better than expected progress because they benefit from additional support provided for them and from working in specifically focused learning groups. School data and inspection evidence show that their attainment is now much nearer to that of other pupils in English and mathematics because of the faster progress they are now making. In this school year, pupils known to be eligible for free school meals have made four terms progress, which is a term more than is expected of pupils nationally.
- Throughout the school, all pupils are given equal opportunities to learn well because of the carefully designed curriculum, effective teaching and well-focused support.

The quality of teaching

is good

- In lessons where teaching is strongest, teachers have very high expectations of what pupils can achieve. They make learning fun and pupils are excited about learning because lessons are well planned. The 'superhero' day, for example, which took place during the inspection, helped pupils in Year 3 and Year 4 to learn about the water capacity of fire engines and consider how they could use this information when composing and answering written number questions.
- All teachers question pupils very effectively to help them understand how well their teaching is improving pupils' learning in lessons. Teachers are highly skilled at asking questions which probe pupils' understanding in order to increase the rate at which they learn. Through the carefully phrased questions of the teacher, pupils in Year 5 and Year 6 were challenged well in an English lesson, carefully considering the key features of text and the impact the style of presentation has on a reader.
- The accurate school tracking system introduced this academic year provides data which are used

well by teachers to identify when pupils need additional support.

- Many teachers accurately match the level of work to the ability levels of pupils and carefully monitor the progress pupils make in their learning during lessons. They increase the level of challenge even further by giving pupils harder tasks to complete. A small minority of teachers do not do this consistently. Similarly, on occasions, a few teachers expect pupils to repeat a large number of very similar mathematics problems which do not serve to deepen their mathematical understanding sufficiently.
- In the vast majority of lessons, the rate of learning enables pupils to make good progress in their learning. Occasionally, a very small number of teachers do not always ensure pupils are fully focused on learning during the whole lesson which slows the rate of learning for pupils.
- Teaching assistants are proactive in supporting learning very well in lessons and when they work with small groups of pupils. The additional support which is given to pupils, particularly disabled pupils and those with special educational needs and those supported by the pupil premium helps them to make good progress in their learning.
- Teachers skilfully create opportunities for pupils to learn independently. Children in the Reception Year could confidently predict how many additional biscuits they would need to make 20 when they only had 16 initially.
- Homework is used very well to extend learning through the use of 'learning logs' which are special books in which pupils complete a wide range of work outside of school. Pupils throughout school take exceptional pride in their work in all their books, particularly their learning logs.
- Pupils' work in books is marked very well by teachers. Marking always identifies what pupils should do to improve their learning further. Most pupils respond well to teachers' marking but not all teachers check this response consistently. This means that errors in what pupils have written sometimes go unchecked and pupils make the same mistakes.

The behaviour and safety of pupils are good

- Pupils are very well mannered, polite and respectful towards each other and all adults. An exceedingly large majority of pupils behave very well at all times around school and in lessons. In lessons, their positive behaviour and attitudes to learning mean lessons proceed well with only a very occasional minor disruption. In lessons, teachers, ably supported by effective teaching assistants, manage the very occasional instances of minor disruption caused by a very small minority of pupils well.
- Parents, pupils and teachers all agree that behaviour is good. Pupils feel very strongly that behaviour has improved. Pupils have worked in partnership with their teachers to focus on anti-bullying in school and have a clear understanding of different types of bullying and how to keep themselves safe both at school and in the wider community.
- Pupils report confidently that when they have very occasional concerns about the behaviour of others these are resolved rapidly, and to their satisfaction, by adults in school when they are drawn to their attention.
- Pupils feel everyone is treated equally and explain discrimination of any type is not tolerated by them or their teachers.
- Pupils enjoy coming to school. Their attendance, which was below average last year has improved this school year and is currently broadly in line with the national average. The proportion of pupils who do not attend school regularly has been reduced dramatically by the effective work of the school. A challenging target for even better attendance is in place and school leaders are working resolutely to reduce the number of school sessions missed by parents who take their children out of school for unauthorised holidays during term time.
- Pupils say they feel confident they are safe and that staff take very good care of them.
- Pupils, and the school, are viewed as valuable members of the local community. They participate enthusiastically in a wide range of local community events. At one such event last month, pupils took part in the 'Folk and Boat' festival in Middlewich thus raising the profile of the school and developing pupils' cultural understanding of local traditions.

The leadership and management are good

- All school leaders and managers pursue excellence with resolute determination. They have been instrumental in securing necessary improvements in achievement teaching and behaviour and attendance during the past 18 months.
- The executive headteacher has worked exceptionally effectively with the acting headteacher to improve staff morale so teachers can concentrate fully on the quality of learning. Staff questionnaire responses are overwhelmingly supportive of the wide-ranging improvements in school and the supportive and consistent approach of leaders. Parent View responses demonstrate parents feel the school is well led and managed.
- Exceptionally strong teachers from William Stockton have supported improving learning at Wimboldsley very well. This has resulted in better teaching and achievement for the pupils at Wimboldsley. The effective loan of the Early Years Foundation Stage leader has brought about significant improvements in the learning and development of children in Reception.
- The leadership of literacy and numeracy at Wimboldsley requires further development. Leaders responsible for these areas are not yet fully skilled in holding teachers fully to account for pupils' progress in their areas of responsibility.
- Plans to improve the school further are comprehensive and well supported by the leaders' regular checks on the school's performance. Performance management is clearly focused on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. The acting headteacher has set demanding targets for teachers which have had an impact on all these areas
- The curriculum meets the needs of all pupils well. It is well enhanced by the many opportunities pupils have to learn through practical and exciting activities. Pupils in a Year 1 and Year 2 history lesson, for example, were helped to experience the turbulent conditions in which Grace Darling saved lives at sea. They made good progress as a result.
- Pupils' spiritual, moral, social and cultural development is very well supported by the rich diverse curriculum, which has been developed well by school leaders. On the recent joint trip to France with pupils from William Stockton School pupils learned effectively about French culture. Pupils have a good understanding of the work and impact of Fair Trade initiatives in Africa because of the focus on this within school.
- The school works exceptionally well with parents. One parent telephoned the inspector to praise the work of the school in getting the best out of pupils.
- The local authority has supported the school well during a period of change and improvement.
- **The governance of the school:**
 - Members of the IEB have a very clear understanding of how well pupils achieve and are very aware of the school's strengths particularly the strong leadership of teaching and areas that can improve further. IEB members regularly hold both the executive and acting headteachers to account for the school's performance. They have a very clear understanding of how well their use of pupil premium funding supports pupils in their learning. They make sure that rewards for all teachers' work are linked closely to the achievement of pupils and the standards expected of teachers. They have dealt with the previous weaknesses and inadequacies of teaching in the past decisively. With a strong focus on the safety of pupils, IEB members ensure statutory requirements are met.

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	111056
Local authority	Cheshire West and Chester
Inspection number	412735
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	Interim executive board
Chair	Brian Clarke
Headteacher	Mark Allen
Date of previous school inspection	5 October 2009
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