

St Winifred's Roman Catholic Primary School, Stockport

Didsbury Road, Stockport, Cheshire, SK4 3JH

Inspection dates 25–26 November 2014

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

Summary of key findings for parents and pupils

This is an outstanding school.

- This highly successful school values every member of the school community as part of one big family.
- Pupils flourish because every effort is made to celebrate their unique qualities and to nurture their skills, abilities and personalities.
- The inspirational headteacher, leads by example in setting extremely high standards and an unrelenting drive for excellence. This has galvanised other leaders, including those middle leaders who are relatively new and still developing their skills, staff and governors to work together with one shared vision to make the school the very best it can be. As a result, all aspects of the school's work have successfully improved since the previous inspection.
- It is no wonder that staff morale is high, because although they are challenged to continually improve, they are fully supported and their efforts valued and appreciated.
- Excellent relationships exist both with parents and the local community. Parents have a wide range of opportunities to work with the school for the benefit of their children. Their views are regularly sought and acted upon.
- The school has exceptionally strong links with other schools and outside agencies. This helps the school to ensure it is doing its very best to meet the needs of all pupils.
- Pupils' behaviour and attitudes to learning are outstanding. They are proud of their school and made to feel special. Their enjoyment and eagerness to learn is shown by their above average and rising attendance.
- They really enjoy the wealth of opportunities they are given in music, sport and the arts. The quality of singing in the school is exceptionally high and a joy to behold.
- The wonderfully positive relationships pupils have with staff help them to become confident learners who are eager to test themselves and aim high.
- Pupils feel safe and secure because of the high quality support and guidance they receive.
- Teaching is never less than good and often outstanding. It is highly creative and inspiring in challenging and stretching the abilities of all pupils.
- Pupils throughout school, including the most able, achieve outstandingly well. This is reflected in the standards they reach by the end of Year 2 and Year 6, which are consistently significantly above the national average in reading, writing and mathematics.
- Children in the early years make excellent progress from their different starting points and this prepares them exceptionally well for Year 1.

Information about this inspection

- Inspectors observed the learning of pupils in all classes in school.
- The inspectors observed pupils' work in lessons, in books and on display around school. Inspectors also listened to some pupils read and spoke to pupils both formally and informally about their views of school.
- Inspectors made a careful check on a range of school documentation including, the school's own view of its performance, plans for improvement, records of the progress of pupils and their behaviour. Inspectors also checked on the work of governors and documents relating to safeguarding.
- Discussions were held with the headteacher, deputy headteacher and groups of other school leaders. Inspectors also met governors, including the Chair of the Governing Body and a representative of the local authority.
- Inspectors considered the views of parents through checking on the results from the school's own surveys of parental opinion and the 159 responses to the Parents View on-line survey. Inspectors also spoke with some parents, including the Chair of the Parent Voice Group.
- The inspectors also took account of the views of staff expressed in the 23 responses to the voluntary questionnaire.

Inspection team

Chris Maloney, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Sandra La Porta	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Most pupils are of White British heritage. A below average proportion of pupils are from other minority ethnic backgrounds and cultural traditions, including a few who are learning to speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs is below average.
- The proportion of disadvantaged pupils eligible for support through pupil premium funding is well below average. This additional government funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been significant changes in staff since the previous inspection, including the headteacher who was appointed in the spring of 2013.
- The school has a number of awards, including the Basic Skills Quality Mark and the Inclusion Quality Mark.
- The school is part of the Heatons' Cluster of Schools and the local Catholic Partnership of Schools.

What does the school need to do to improve further?

- Ensure that middle leaders new to role develop the skills they need to assist them in checking on the effectiveness of their actions in helping pupils make the best possible progress.

Inspection judgements

The leadership and management are outstanding

- The excellent headteacher has inspired the whole school community in leaving no stone unturned in the pursuit of excellence. His highly motivational and encouraging leadership has ensured that his vision for the school is enthusiastically shared by all. He is extremely well supported by the very able deputy headteacher and other senior leaders, staff, governors and parents and this is why improvements since the previous inspection have been so successfully introduced and sustained.
- Plans for continuous improvement are very well focused. Excellent use is made of what senior leaders know about the achievement of pupils to make any improvements necessary and rigorous checks made to see if they are working well enough as seen in improvements in writing.
- Staff morale is high because the rigorous challenge from senior leaders is accompanied by excellent levels of support and appreciation. Staff have excellent opportunities to share practice and improve the use and accuracy of the checks made on how well pupils are learning, in school and with colleagues in other schools in the Heatons' Cluster and the local Catholic Partnership.
- Middle leaders are knowledgeable about the school, extremely enthusiastic and fully committed to driving improvements in their subjects. However, those who are new to role are still developing the skills they need to check whether their actions to improve the achievement of pupils have been successful.
- The strong commitment to giving every pupil equal opportunities to learn is clear from the rigorous checks made on the learning and progress of all groups of pupils. Where there are signs that any pupils may be underachieving, swift action is taken to give them the support they need to catch up.
- The skilfully designed range of highly creative opportunities to learn provide a wealth of opportunities for pupils to write extensively in a wide range of exciting themes that link subjects together. There is a very effective whole-school focus on making work in mathematics make real 'sense' to pupils with the promotion of key skills. Pupils are excited by the wide range of opportunities to learn to play musical instruments such as violins, sing to an incredibly high standard or learn French.
- The school's promotion of pupils' spiritual, moral, social and cultural development is excellent. The extensive range of visits, visitors and high quality learning helps pupils to appreciate and celebrate different cultures and traditions and this prepare them well for life in modern Britain.
- Additional funding for physical education and sports has been used exceptionally well. Senior leaders and governors have made sure that the use of external sports coaches with all year groups is focused not just on pupils but in guiding staff in developing the skills they need to improve their teaching in this area. Careful checks by staff show that pupils' fitness levels and well-being have improved along with participation in sports clubs.
- Outstanding links exist with parents. The excellent Parent Voice Group provides a particularly good forum for parents to express their views and take a really active part in school life such as supporting pupils in classes or helping on the school allotment. 'The school provides well for pupils to springboard into high school', said one parent.
- The local authority has provided very good support in staff and governor training and helping check the accuracy of school judgements.
- **The governance of the school:**
 - Governors are well led by the chair of governors and have an excellent understanding of the school and share the headteacher's drive for continuous improvement and high standards. They have managed the significant changes in staffing very well. They visit regularly and ensure that senior leaders provide them with clear and precise information so that they rigorously check that all pupils are achieving as well as they should. Governors have an excellent understanding of how well pupils are doing in comparison with other schools locally and nationally. They are well trained and ensure that teachers' pay rewards are rigorously linked to the pupils making the progress they should. This helps governors reward good or better performance and challenge and support any teachers that need it.
 - Governors keep a very careful check on school finances. They have made particularly good use of additional funding for pupils eligible for the pupil premium to ensure they are progressing as well as others in school. They have made excellent use of extra funding for physical education and sports and ensured it has made a significant difference to the quality and range of activities, pupils' participation in them and their well-being. Governors make regular checks on policy and practice to be confident that safeguarding arrangements meet requirements.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Their eagerness and very positive attitudes towards school and their learning contribute exceptionally well to their outstanding achievement.
- Pupils are extremely polite and welcoming to visitors. They enthusiastically shared their views with inspectors about their pride in their school and how much they enjoy learning and sharing this learning with parents and governors at a recent celebration event. Their love of school life is reflected in their excellent punctuality and above average and improving attendance. A typical pupil comment was, 'I love this school because you learn so much and the staff really care about us'.
- Pupils play harmoniously and get on extremely well with each other and with staff. Pupils support each other and are thoughtful and considerate. This is reflected in their treatment of anyone alone at break times or their eagerness to help charities with fund-raising including CAFOD, Stockport Food Bank and a number of national and international charities.
- The many opportunities for pupils to take on responsibilities are taken seriously by pupils who are keen to help out and make a difference. Members of the school council are helping to improve playground facilities and pupils work hard to promote eco-friendly and healthy activities.
- Pupils develop their individual abilities, self-confidence and leadership skills exceptionally well through eagerly participating in a wide range of musical instrument tuition. They also enjoy a wide range of sports and extra-curricular clubs and visits to places such as Robinwood, Chester Zoo or the local forest school.
- Pupils demonstrate great respect and appreciation for other cultures and faiths and a very mature understanding of the rights of people to hold different beliefs.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent knowledge of how to stay safe and keep others safe. They eagerly told inspectors about safe cycling, road safety, stranger danger and how to keep safe on the internet. A typical pupil comment was, 'Teachers teach us a lot about how to be safe on the internet because it's hard to know who you are talking to.'
- Pupils have an excellent understanding of the different forms of bullying, including cyber-bullying. They are confident that on the rare times it happens it is sorted out fairly by staff.
- Parents' responses in the 'Parent View', the school's own surveys and discussions with the Chair of the Parent Voice Group show parents strongly feel that their children feel safe and staff keep them safe.

The quality of teaching is outstanding

- Staff have exceptionally positive relationships with all pupils. They take every opportunity to get to know the pupils as individuals so that their skills, interests and abilities can be nurtured and celebrated. This helps pupils to develop a love of learning and to aim high. A typical pupil comment was, 'I love being given hard work by teachers because you feel really good when you get it right.'
- Teachers very skilfully use what they know about pupils and how well they are learning to plan interesting and highly enjoyable tasks that stretch the abilities of all pupils, including the most able, moving pupils on quickly to harder work as soon as they are ready. Highly skilled teaching assistants remove any potential barriers to learning by providing excellent support for those who need it. This is why pupils achieve outstandingly well across the school in reading, writing and mathematics.
- The behaviour of pupils is managed exceptionally well by staff, who consistently apply the whole-school praise and rewards policy and support all pupils in following the Golden Rules.
- Pupils are successfully taught to have a love of reading from an early age. This means that pupils are eager to respond to the systematic teaching of reading skills in all classes by both teachers and teaching assistants, especially those pupils needing daily additional support.
- Pupils are given lots of creative and interesting opportunities to practise and extend their writing skills in many different subjects. This helps them to communicate their ideas in lively and imaginative ways.
- The obvious enjoyment pupils have in learning was seen during a Year 6 English activity organised for the most able. The highly inspirational teacher motivated the pupils to show incredible enthusiasm in continuously improving the quality of their written descriptions of artefacts placed before them. The teacher used excellent subject knowledge to probe and challenge pupils' thinking. This led to high quality writing such as, 'The fabulous picture offered a picturesque view of the amazing, unique scenery.' While another pupil wrote of the, 'wild abandoned castle remains with twisted dark trees surrounding it like a

giant fortress wall'.

- Teachers regularly move pupils on swiftly to harder work. This was seen during a Year 4 mathematics activity on the theme of area, when the teacher wasted no time in moving the most able pupils on to calculating the perimeter of complex shapes.
- Teachers make excellent use of the school marking policy of hearts and thoughts which let pupils know what the teacher loved about the work and clear pointers for improvement to think about. Pupils are then given time to show that they can make the necessary improvements.

The achievement of pupils

is outstanding

- Standards by the end of Year 2 and Year 6 are usually significantly above average overall and in reading, writing and mathematics. Although standards dipped in Year 2 in 2014 and in Year 6 in 2013, records of the progress of pupils across school in the last two years clearly show that the vast majority of pupils, including the disadvantaged pupils, the most able and those with special educational needs made outstanding progress. The work of current pupils in school and records of their progress also demonstrate that they, too, are making outstanding progress in reading, writing and mathematics.
- In 2014 in Year 6, the proportions of pupils reaching the higher level 5 was significantly above average overall and in reading and mathematics and above in writing. Above average numbers of pupils attained the high level 6 in writing and mathematics. This demonstrates the success of the school's actions to improve progress and standards in writing across school.
- High quality teaching and high expectations mean that teachers usually waste no time in giving the most able pupils more demanding work that really stretches their abilities and challenges their thinking. As a result, most able pupils produce work of a much higher standard than would be expected for their age.
- Pupils make outstanding progress in reading due to systematic skilled teaching and the clever use of highly skilled teaching assistants to provide just the right amount of extra support needed. In the 2014 Year 1 national screening check on reading, above average proportions of pupils showed their good understanding of the sounds that letters make by attaining the standards expected of them. Pupils' love of reading and their developing accuracy and understanding develops well as they move through school.
- It is no wonder that writing standards are significantly above average in school. Spelling, punctuation and grammar are extremely well taught, resulting in standards in Year 6 in 2014 being significantly above average. Pupils relish the times they are given to consider precisely how they could improve their own writing and suggest improvements to the writing of their partners in class. The writing of the most able reflects considerable maturity of language and development of ideas.
- In mathematics, pupils achieve outstandingly well because of the whole-school focus on the building and regular review of calculation skills, mathematical concepts and problem-solving strategies and practical tasks that stretch their thinking. Pupils use information and communication technology (ICT) resources confidently to support their work.
- Pupils from minority ethnic groups, including the few who speak English as an additional language and those with special educational needs make outstanding progress from their starting points due to the very caring, sensitive and highly skilled additional support they receive.
- The work of disadvantaged pupils in school and records of their progress show they are achieving and attaining as well as others in school. In Year 6 in 2014, there were too few pupils supported by the extra funding to draw statistically significant conclusions.

The early years provision

is outstanding

- Children make a smooth start to school and settle quickly because of the strong links that exist with parents and pre-school settings and the highly caring and nurturing environment.
- All children, including the most able and those with special educational needs, make outstanding progress from their different starting points. The proportion of children who reach a good level of development is well above the national average. As a result, children are well prepared for Year 1.
- Teaching in the early years is of a high quality. All staff promote caring and trusting relationships that help children to feel safe and secure and become eager, inquisitive learners. All staff demonstrate an excellent knowledge of the ways in which young children learn and develop and take every opportunity to capture children's interest and adapt planned activities to extend their learning such as encouraging children to record their findings when using metal detectors.
- Their high expectations of what children can achieve means that they set personal targets for each child.

Skilled observations are used to build up a detailed record of the progress to ensure they reach their potential. There is an excellent range of activities led by adults and those which children choose for themselves. Children develop their early reading, writing and mathematical skills exceptionally well. Children demonstrate increasing confidence in recognising the sounds that letters make and counting accurately, as when using magnifying glasses to help count fairy footsteps.

- The behaviour of children is outstanding. They listen attentively, are eager to learn and show respect for adults and each other. Children learn and play cooperatively, share and handle equipment safely and take turns without much fuss.
- High-quality risk assessments keep children safe. Children demonstrate a good awareness of personal safety and of the safety of others when learning in the classroom and outside.
- There are excellent links with parents who are actively engaged in supporting their children's learning through daily visits and sharing and celebrating home and school work.
- The leadership of the early years is excellent. The leader has a clear understanding of strengths and areas for further development and ensures any improvements needed are successfully made. This reflects a sharing of the headteacher's vision of striving for excellence.

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	106129
Local authority	Stockport
Inspection number	449138

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	411
Appropriate authority	The governing body
Chair	Anthony O'Neill
Headteacher	John Nish
Date of previous school inspection	29 November 2010
Telephone number	0161 432 5782
Fax number	Not applicable
Email address	headteacher@st-winifreds.stockport.sch.uk

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