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Mrs Jane Dale
Headteacher
Winnington Park Community Primary and Nursery School
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Dear Mrs Dale

Short inspection of Winnington Park Community Primary and Nursery School

Following my visit to the school on 26 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You provide very strong leadership and sense of direction for the school, based on a clear set of values that are shared by your fellow leaders and the rest of the staff. There is strong teamwork within the school and a clear ambition to do the best for every pupil. The governors are knowledgeable, closely involved in the life of the school and have a clear understanding of its strengths and areas for development. They provide the right balance of support and challenge to you and your fellow leaders.

Parents, carers and staff hold the school in very high regard. The following is typical of the very many positive responses to Parent View: 'I could not wish for a better school for my children. All staff from office staff to the lunchtime monitors, teachers to the head make this school a warm and friendly place to be.' Almost all parents who completed the questionnaire said that they would recommend the school to others. Similarly, all the staff who completed the online survey said that they are

proud to work at the school. They feel motivated, respected, trusted and supported in a school that is well led and managed.

At the time of the last inspection, leaders were asked to improve standards in writing, involve parents more closely in their children's learning and increase pupils' understanding of a range of cultures and of life in modern Britain. You and your staff have been successful in addressing each of these areas. You have achieved this against a background of rapid growth in pupil and staff numbers and a major building programme.

Standards in writing have very definitely improved. In 2018 the proportions of seven- and 11-year-old pupils who achieved the higher standards in writing were well above the national averages. The progress that pupils make in writing has also been above average for the last two years. The work seen in books shows that pupils of all abilities make clear improvements in terms of their ability to write at length, using increasingly complex sentences and more extended vocabulary. They also develop facility in writing in a range of styles for a variety of purposes.

You have introduced a variety of approaches to involve parents more closely in their children's learning. These include a range of opportunities for parents to gain first-hand experience of learning activities in areas such as phonics, English and mathematics. They also receive advice on how best to support their children's learning at home. In addition, you have established a toddler group to help parents of younger children to prepare them for school. This includes regular advice and support from a health visitor. Parents are very appreciative of these developments.

Since the last inspection, you have established a programme where each year group visits a different place of worship. As a result, pupils gain an understanding of the major world religions. Coupled with the extensive work on inclusion and diversity, this is enhancing the pupils' understanding of life in modern Britain.

In addition to these developments, you have recently embarked on a fundamental review of the curriculum. This is progressing well and the commitment of the middle leaders responsible for this work is impressive.

Attendance rates are high, and pupils enjoy coming to school. This is not surprising, given the wide range of exciting activities available to them, both in and outside the classroom. The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils develop an understanding of a range of faiths and cultures. They have numerous opportunities to contribute to the leadership of the school through, for example, membership of the school council and school parliament. They also contribute to the wider community through their charitable work. Pupils develop an understanding of right and wrong through a clear code of conduct which focuses on treating everyone equally. Their cultural horizons are extended through a rich programme of visits to concerts, museums and places of interest and through working with visiting musicians and artists.

Pupils behave very well in and outside the classroom. They show respect for staff

and visitors and show great sensitivity in their dealings with each other. They approach their learning with enthusiasm and concentration and are proud to show how well they have progressed during their time in school.

Safeguarding is effective.

Parents and staff are confident that children are safe at the school. Pupils agree with them and say that they also feel safe on the way to and from school. They know how to protect themselves in a range of circumstances, including when they are near roads, railways and water or in the event of a fire. Through regular presentations in assembly, the junior safety officers play an important role in maintaining fellow pupils' awareness of the potential hazards of using the internet and social media. The pupils who met with me knew exactly what to do if they come across any inappropriate online materials. The 'buddy' system, worry box and ready access to staff ensure that any pupils who are unhappy receive prompt and appropriate support. Pupils say that bullying does take place, but teachers are good at resolving it. The great majority of parents agree with this view.

Staff and governors have completed the necessary training in safeguarding. Those who met with me knew how to identify possible signs of abuse and precisely what to do if they have any concerns about the welfare of a child. You and your staff work closely and effectively with external agencies to provide appropriate support for pupils and families who need additional help. You have been unremitting in challenging any agencies which have not provided high quality support. The school has effective systems for checking on the suitability of adults to work with children and all visitors are carefully vetted. The site is secure and access to the buildings is carefully controlled.

Inspection findings

- In 2017, the proportion of early years children reaching a good level of development fell from above to below average. I wanted to explore the reasons for this and see whether the situation has improved since then. You were able to show me that the drop in results related to the nature of that particular cohort. On entry, a considerable number of them, mainly boys, were below the level that is typical for their age. Although they made progress, it was not enough to bring them up to a good level of development. Since then the situation has improved and children currently in the early years are progressing well.
- Since the last inspection, performance at key stage 1 has been strong. Phonics results for Year 1 pupils have been in line with national averages or better. In 2018, the proportions of Year 2 pupils reaching the expected levels and the higher standards in reading and writing were above or well above average. Mathematics results were in line with national figures. I was interested to know whether this level of performance is being maintained. Based on your information about pupils' progress, you were able to show that the pupils currently in Year 2 are generally doing as well as their counterparts at the same time last year. This was confirmed in the work seen in pupils' books.
- Since the last inspection, you have placed a particular focus on increasing the

proportions of 11-year-olds who reach the higher standards in national tests. In 2018, these proportions were above or well above the national average in each of reading, writing and mathematics. Progress was also above or significantly above average. I wanted to know whether you are maintaining this with current pupils. Again, you were able to provide convincing evidence of this.

- A fourth area that I explored with you was the performance of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Examination of data and case studies showed that these pupils make good progress from their starting points. Parents of pupils with SEND commented very favourably on the support that their children receive. In 2018, the progress made by disadvantaged pupils in reading and mathematics was greater than that made by non-disadvantaged pupils nationally. Progress in writing was just below that of other pupils. You have arranged additional activities for disadvantaged pupils, to extend their horizons and provide them with a wider range of experiences on which they can draw in their writing.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- when completed, the revised curriculum is thoroughly embedded across the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Cheshire West and Chester. This letter will be published on the Ofsted website.

Yours sincerely

Aelwyn Pugh
Her Majesty's Inspector

Information about the inspection

I examined a range of documentation and discussed your self-evaluation with you, the senior leaders and the leaders for inclusion and SEND provision. I met six governors, including the chair and vice-chair of the governing body, and spoke to a representative of the local authority. I discussed the curriculum with the deputy headteacher, the assistant headteacher and six middle leaders. I discussed safeguarding arrangements, attendance and behaviour with you and senior leaders. You and I visited lessons to observe teaching and look at books. I met eight pupils, chosen at random from key stage 2, and spoke to staff and pupils as I walked round the school. I examined the 32 responses to the staff survey and the 112 responses to the pupil survey. As well as examining the 82 responses to Parent View, I spoke to 17 parents as they brought their children to school.