



# Woolston Community Primary School

Inspection Report

**Unique Reference Number** 111182  
**LEA** Warrington  
**Inspection number** 278614  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Mr Arthur Markham CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Hall Road
<b>School category</b>	Community		Woolston
<b>Age range of pupils</b>	4 to 11		Warrington, Cheshire WA1 4PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01925 813479
<b>Number on roll</b>	383	<b>Fax number</b>	01925 838867
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs C Shipton
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mrs J Elshaw

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 December 2005 - 6 December 2005	<b>Inspection number</b> 278614
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Woolston Primary is a larger than average school situated in Warrington. The vast majority of children are of white British background with only a very small number from minority ethnic groups. The number of children at an early stage of learning English is very small. The number entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. On entry to the school the children's skills are around average overall. The school has been awarded the Active Mark and is recognised as a Healthy School.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. The school judges itself this way and inspectors agree. The headteacher provides strong leadership with a clear focus on providing a high quality education for all children. She is recently appointed, but is quickly developing a strong team approach throughout the school and all staff share her commitment to improvement. Standards are above average because teaching is good and a wide range of stimulating learning opportunities is presented to children. Children consequently enjoy school, make good progress and reach standards that are above those expected nationally.

The school is well managed. Monitoring and evaluation procedures are well organised and the school has a clear understanding of its performance and those areas that need further improvement. It has rightly identified the need to improve standards in writing by improving the challenge presented to pupils in writing so that more reach the higher Level 5 by the end of Year 6, and develop the use of information and communication technology (ICT) across the curriculum. Children's personal development including their spiritual, moral, social and cultural development is good. They are cared for well and given good guidance and support. They consequently feel secure and happy and their attitudes to learning and behaviour are good.

A high emphasis is placed on meeting the needs of all children. They make a good start to their learning in the Reception classes because teachers present a wide range of interesting and stimulating activities. Those children with learning difficulties and/or disabilities and those with particular gifts or talents are supported well. The school is highly regarded by parents and children. The issues from the last inspection have been successfully addressed and it is well placed to improve further. The school provides good value for money.

### **What the school should do to improve further**

- Improve standards in writing throughout the school by raising the challenge presented to the more capable children.
- Develop the use of ICT to support learning across the curriculum.

## **Achievement and standards**

### **Grade: 2**

Standards and achievement are above average overall. Children enter the Reception class with skills that are average overall. They make good progress and by the time they enter Year 1 most achieve the standards expected. Throughout Years 1 to 6 this good progress continues. By the end of Year 2, children attain above average standards in reading, writing and mathematics overall, although the proportion achieving the higher Level 3 dropped in 2005. In the national tests at Year 6, standards overall have been maintained at a level significantly above those expected nationally during the last five years. In 2005 children's performance in English dipped slightly. This was the

consequence of fewer children than usual achieving the higher Level 5 in writing and the school has rightly identified this as an area needing attention.

Close attention is given to meeting the needs of children with learning difficulties and/or disabilities and as a result they make good progress and some achieve the nationally expected standard by the end of Year 6. Similarly, those children who are gifted or talented are generally suitably challenged so that they achieve well, reaching standards that are well above average. Virtually all children successfully achieve the challenging targets they are set.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good. They greatly enjoy being at school as shown by their above average attendance and participation in extra curricular activities. The 'Home Learning' project is outstanding because of its contribution to children's personal and academic development. The opportunities given to children to make regular speaking and listening presentations and be involved in enterprise activities mean that they gain a greater understanding of the world of work. Visitors to the school are treated with courtesy and respect and made to feel very welcome. Behaviour is good in lessons and around school and attitudes are positive although, occasionally, chatter spoils children's concentration.

Children's spiritual, moral, social and cultural development is good. They gain an awareness of other religions through lessons and visits. They understand about sharing and fairness and give generously to various charities. Children are self-confident and carry out responsibilities well. The school council gives them valuable experiences of working together for the benefit of the community. Their self-esteem is developed through their involvement in enrichment activities and the celebration of their achievements in lessons and assemblies. Children are well aware of how to live healthily and behave in a safe manner.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers' consistent expectations of behaviour and good use of praise ensure that lessons are well ordered. They prepare lessons well and most activities are well matched to the children's learning needs. As a result, children enjoy their studies and are eager to learn. Teachers' explanations are clear because they have good subject knowledge. For example, older children commented critically on newspaper articles because the teacher had prepared resources well and clearly explained the different features of journalistic writing. Her good use of questions ensured that children knew what they had to do. Teaching assistants are well informed and make a good contribution to children's learning. In the best lessons, the teachers' effective use of interactive whiteboards engages and stimulates children

and they consequently make good progress. However, not enough use is made of ICT to support their learning in other subjects and in some lessons the slow pace reduces the level of challenge, particularly to the more capable children.

Teachers mark children's work conscientiously and, where marking is best, children are informed of what they have done well and how they might improve their work. Teachers use assessment information well to inform their planning and set challenging targets for children to achieve. Parents appreciate being informed of their child's targets and the school's commitment to involving them in their children's learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and complies with statutory requirements. Due emphasis is placed on developing children's basic skills in literacy and numeracy and a wide range of activities are also provided to make learning interesting so that children enjoy school. Successful approaches are used to improve the curriculum. For example a good start has been made to developing children's skills through the linking of subjects in a cross curricular manner. This is helping to raise the quality of children's writing by providing them with opportunities for extended writing in other subjects. Provision for sport is very good and the use of visits and visitors enriches children's learning. Careful attention is given to developing children's awareness of the need to stay healthy, take regular exercise and avoid the temptations and risks that they may face as they get older. The school's innovative approach to home learning adds much to the children's positive attitudes to learning beyond the school day.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for children and this confirms the parents' views. Children like their teachers and know who to turn to if they need help. They feel valued and respected and are keen to articulate their opinions. Typical children's comments include 'everybody looks after each other', 'teachers listen', and, 'we take part in the running of the school'. Child protection and health and safety procedures are well organised and risk assessments are in place. Close support is given to any vulnerable children and those who find learning difficult. Children know how well they are achieving and are given good guidance as to how they might improve their work. This is shared with their parents who make a strong contribution to their child's learning especially through the 'Home Learning Project'. New children to the school settle in quickly because of good induction arrangements and partnership with local schools.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The relatively new headteacher provides strong leadership and gives a strong and clear educational direction to the school. She is

working successfully to develop a team approach within the school. For example, all staff and governors are involved in deciding the priorities to include in the school improvement plan and teachers' performance management objectives are linked to these priorities, which ensures that the whole school works together effectively to make changes. There have been a number of staff changes in the last year and care is taken to induct new staff carefully into the school so that they quickly become a part of the team. Monitoring and evaluation procedures are being developed well. Staff management teams work together to monitor areas of the curriculum and the school consequently has a good awareness of its strengths and areas that need development. The school strives to enable pupils of all abilities to make good progress. Children's progress is closely monitored and performance data is carefully analysed in order to plan intervention for any who are underachieving. This has enabled the school to identify the need to increase the challenge presented to the more capable children in order to improve standards in writing.

The governors fulfil their responsibilities well and meet all legal requirements. They provide effective challenge and support to the school. A number of them have direct responsibility for an aspect of the school's work so that they can gather information and disseminate this to other governors. As a result, the

governors have a good awareness of the school's strengths and weaknesses and share the staff's commitment to improvement. The school's capacity for further improvement is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. We are pleased to say that we decided that you have a good school. The things that we particularly liked are listed below.

- The way your headteacher runs the school. She listens to what you all think could make it better and works hard to make the changes happen.
- The way all the staff take good care of you.
- The way you work hard for your teachers and they do their best to help you learn.
- Your good behaviour in lessons and around the school and the way you help each other.
- The way you are trying to improve your writing.

We have asked your teachers to improve two things to make your school even better. We want them to:

- help you to get even better at writing by making sure the work you are set is challenging
- give you more opportunities to use computers in different subjects.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Woolston becomes an even better school.