



# Newchurch Community Primary School

Inspection Report

**Unique Reference Number** 111189  
**LEA** Warrington  
**Inspection number** 278615  
**Inspection dates** 25 January 2006 to 26 January 2006  
**Reporting inspector** Mrs Sarah Drake 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>	Glebeland
<b>School category</b>	Community		Culcheth
<b>Age range of pupils</b>	4 to 11		Warrington, Cheshire WA3 4DX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01925 763427
<b>Number on roll</b>	176	<b>Fax number</b>	01925 766045
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Caswell
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mrs Sara Walker

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 25 January 2006 - 26 January 2006	<b>Inspection number</b> 278615
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Newchurch Community is a slightly smaller than average school serving a village to the north east of Warrington. Below average numbers of pupils are eligible for free school meals, belong to minority ethnic groups or have learning difficulties and/or disabilities, although a higher percentage than usual has a statement of special educational need. The school has achieved the silver Eco Award and Primary Quality Mark for Basic Skills. The headteacher took up her post in January 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Newchurch is a good school which is well on the way to fulfilling its mission statement to 'give every child a flying start'. It provides a strong all round education within a vibrant, happy learning community. Value for money is good.

Standards are high and pupils of all ages make good progress. This is because teachers prepare interesting activities and present them in ways that cater well for those of different abilities and preferred ways of learning. Pupils' personal development is outstanding. From an early age they collaborate very well and by the time they reach Year 6 they are fully ready for the next stage of their education. Children have fun and make good progress in the Reception class because the teacher is very knowledgeable and inspires children to want to learn more. Teachers make good links between subjects. However, as identified by the school, information and communication technology (ICT) is not used sufficiently well across all subjects. The quality of marking is also variable, so pupils are not always exactly clear about what they need to do to improve their work.

Very good care for pupils helps them to grow in confidence within this nurturing environment. The school works closely with parents who support their children's education very well in school, at home and through impressive fund-raising. The school's self evaluation is realistic and accurate, if somewhat modest in relation to pupils' personal development, but in its development planning it only infrequently evaluates the success of its actions by the impact they have on pupils' achievement. Strong leadership and management have brought about good improvement since the last inspection and the capacity for further improvement is good.

### What the school should do to improve further

- Help pupils to understand more clearly what to do next to improve their work.
- Improve teachers' skills and the overall provision for information and communication technology.
- Establish clear criteria against which to measure success in whole school and subject development plans.

## Achievement and standards

### Grade: 2

Achievement and standards are good. Pupils' attainment on entry to the school is above average and they progress well in the Reception class. Standards achieved in the national tests in 2005 by Year 2 pupils were significantly above average in mathematics and in reading, but broadly average in writing because only average numbers reached the higher Level 3. Standards achieved at the end of Year 6 have been rising steadily in English, mathematics and science over the past five years. In the 2005 national tests they were well above average in all three subjects, with more than double the national average achieving the higher Level 5 in English, and a third

more than average reaching Level 5 in science. In mathematics broadly average numbers reached Level 5: this is the only area in which the school did not achieve its challenging targets.

The school is very clear about its areas of relative weakness and is taking positive action to bring about improvement. Pupils with learning difficulties and/or disabilities make equally good progress as other pupils because of the careful diagnosis of their needs and the good quality support provided. Over recent months the school has introduced further steps to provide sufficient challenge for its more able pupils. These are greatly enjoyed by the pupils who are making good progress in extending their higher level skills across a range of areas.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. This judgement is stronger than the school's evaluation. The school helps them to develop important life skills such as listening to others, working as a team and problem solving. Pupils show good initiative in lessons and when getting involved with school and community issues through their roles such as school councillor, Eco group member and buddy. They are keen fund-raisers for charity and much has been done to enhance the environment and promote recycling schemes. Older pupils have even bought two acres of Amazonian rainforest, which will be protected from deforestation! Pupils have the opportunity both to learn about and learn from other faiths and cultures. They are thoughtful and reflective as they relate issues to their own lives. Assemblies are of very good quality. Pupils greatly enjoy coming to school, as demonstrated by their considerate behaviour, positive attitudes to learning and regular attendance. They have a real zest for life. Very positive relationships throughout the school ensure that pupils show high levels of concern for the safety and well-being of others. Playtime is energetic and pupils know that exercise keeps them fit. They enjoy working with specialist sports coaches, through the national sports initiative. School lunches and playtime snacks are tasty, healthy and much appreciated by the pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and at times outstanding. Teachers work with enthusiasm, developing good relationships with pupils and creating a positive learning environment. Parents are overwhelmingly positive about their school. As one wrote, 'I feel that my children respond well to the teaching approaches used and have flourished in the empowering environment.'

Teachers employ a wide range of strategies to accelerate pupil progress, through the use of mind maps, talking partners and effective questioning to stretch pupils' thinking. They encourage pupils to develop their own strategies to solve a problem. Teachers

are currently strengthening their confidence in the use of ICT as a tool to further enhance their teaching skills. Teaching assistants and other classroom helpers are well directed to support learning. All this ensures that pupils concentrate well, take pride in their work and thoroughly enjoy their lessons.

Pupils' progress is regularly assessed and monitored, and the information generated is used well to tailor support to their individual needs. Effective systems help teachers identify and support pupils with learning difficulties and/or disabilities. Teachers provide activities with different levels of challenge, suitably adapted to help all pupils make good progress. Some good marking shows pupils what they are doing well and how they can improve their work further. However, this is not sufficiently consistent throughout school.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, meets statutory requirements and is well matched to individuals' needs. Good attention is paid to relationships and health education.

Reception class children have an enjoyable start to school life as they learn in a stimulating well organised environment. Pupils are extremely enthusiastic about learning and have good opportunities to develop key life skills. 'I am certain by the time that they leave at the end of Year 6, there will be in place a solid foundation of bricks - academically, socially and emotionally - that will stand them in good stead for high school and beyond', commented one parent.

A good range of visitors, visits and extra-curricular activities such as media, cookery and sports clubs, enriches the curriculum. Pupils speak enthusiastically about 'special weeks' when parents are invited to share in their child's learning. They particularly enjoy Arts Week and numeracy workshops. Although staff create good links between subjects to make learning more meaningful for pupils, greater use of ICT across different subjects is an area for development.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided for pupils are of good quality overall and have a very positive impact on their ability to achieve well. Parents, rightly, celebrate the excellent care provided for their children and particularly appreciate the way in which they are helped to settle at school and prepare for moving on. All staff obviously enjoy being with children and they listen to them very well so pupils are confident to approach them with concerns. Any hint of bullying is dealt with swiftly and effectively. Individual learning needs are quickly identified and suitable support provided, with good use of outside expertise. There is very skilful and sensitive help for those who find self-discipline difficult. Arrangements to ensure health and safety are secure and regularly updated. Child protection procedures are comprehensive and of high quality. The area for improvement is in providing pupils with more consistent guidance on how they can improve their work.

## Leadership and management

### Grade: 2

Good quality leadership and management ensure that pupils enjoy their time at Newchurch and achieve well both academically and personally. Parents say that the headteacher has 'breathed new life into the school', which was already successful, and this is helping their children to blossom. Through her openness and collaborative style she brings out the best in staff, parents and pupils and thus enriches the quality of the school's provision. The headteacher and deputy have complementary skills and work well together as a team.

The school has a clear awareness of its strengths and areas for development. Pupils' and staff members' performance is regularly monitored and thoughtful analysis of the outcomes guides future action. For example, analysis of SATs results, combined with parents' views, have led to extra provision to cater for those who are gifted or talented. The relative weakness in pupils' writing is being tackled with good success. For example, Year 3 pupils rose well to the challenge to create a story using only 60 words. Staff have very good opportunities to enhance their professional expertise and are taking on increasing responsibility for those areas in which they lead. Development planning is corporate and guides the school's actions but staff are at an early stage in evaluating the success of new initiatives by the impact that they have on pupils' progress and achievement. Governors are very supportive of the school and, through their attachment to different classes, are gaining increasing hands-on knowledge of its work. They fulfil well their role as critical friends. Prudent financial management ensures that resources are used well to the best advantage for pupils.

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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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	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	1	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	1	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	1	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**

We very much enjoyed our recent visit to your school and would like to thank you for making us feel so welcome and talking with us so openly. You helped us to understand why it is that you enjoy your school so much.

Here is a list of the things that we particularly liked:

- your work is of a high standard and you take care with its presentation
- you are keen to learn new things and you think hard about what you are doing
- you treat each other kindly, working and playing together very well
- your teachers organise interesting activities for you and explain them clearly so that you know what to do and have fun while you learn
- all staff take very good care of you so that you feel comfortable in school
- your parents and school staff work together very closely to help you learn
- your headteacher brings out the best in everyone so it is a happy school and everyone is well provided for.

To improve what is already a good school, this is what we have asked the staff to do next:

- help you to understand more clearly how to improve your work
- help you to make better use of ICT across a range of subjects
- make sure that, when teachers decide to alter the way they do things, they judge how successful they have been by whether they have helped you learn and make better progress.