



Winstanley Community Primary School

Inspection Report

Unique Reference Number 106407
LEA Wigan
Inspection number 295494
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Mrs Delia Hiscock CfBT Lead Inspector

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

Type of school	Primary	School address	Tanhouse Drive
School category	Community		Winstanley
Age range of pupils	3 to 11		Wigan, Lancashire WN3 6JP
Gender of pupils	Mixed	Telephone number	01942 749141
Number on roll	459	Fax number	01942 518628
Appropriate authority	The governing body	Chair of governors	Cllr R Winkworth
Date of previous inspection	29 November 2000	Headteacher	Mrs Karen Jones

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school situated in Winstanley, Wigan, serves an urban population in an area of considerable new housing. The proportion of pupils eligible for free school meals is low. Almost all pupils are of white British heritage, some of whom are Travellers. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has achieved the silver 'Sports Active' mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors confirm the school's view that it provides a satisfactory quality of education, knows itself well and provides adequate value for money. Decisive leadership of the headteacher, new deputy and assistant head has turned the school around to place it in a stronger position for the future. Despite considerable changes in staffing, and a legacy of mediocre teaching that has stalled the impact of developments in Key Stage 2, there is good improvement in the quality and standards in the Foundation Stage and in Years 1, 2 and 3. This jolly good start means that pupils now go on to attain above average standards at the end of Key Stage 1 and into their junior years. The curriculum is much improved; there are plenty of interesting activities for all pupils to enjoy which foster the skills they will need for the future rather than simply the acquisition of knowledge. The quality of teaching and learning is satisfactory but features some seeds of exemplary learning that are already boosting pupils' personal development. Pupils' progress in Key Stage 2 continues to be hampered somewhat by some interim teaching measures and inexperienced teaching; factors that continue to affect standards rising above average, including for higher attaining pupils. High quality support and rigorous checks by management now ensure that pupils make at least satisfactory progress from their earlier attainment. The school recognises the need to improve the quality of teaching and has started to help pupils to improve their work and thereby reach aspirational levels. There is good capacity to improve. Parents, carers, and pupils see the school as a good place to be.

What the school should do to improve further

- ensure that pupils in Key Stage 2 achieve consistently well and reach high standards
- improve the quality of teaching and learning in Key Stage 2, including a particular focus on improving the achievement of higher attaining pupils
- develop pupils' understanding of how they can improve their work to reach the levels they are set as goals.

Achievement and standards

Grade: 3

Inspectors confirm the school's view that pupils' achievement is satisfactory. Traveller pupils and those with learning difficulties and/or disabilities achieve well owing to good support. At the end of their year in Reception, most children meet the goals set for this age, having made good progress from average levels of development when they start in Nursery. Their good progress continues so they reach above average standards by the end of Year 2 in reading and writing, and close to average in mathematics; a result of exciting teaching.

Achievement in Key Stage 2 is much improved on that of 2005, when the school judged it to be inadequate; this was reflected in exceptionally low standards at the end of Year 6. Pupils' progress was slowed by too much mediocre teaching in earlier years and a narrow curriculum that did not help pupils to learn for themselves. These factors

were compounded by extensive changes in staffing. Leadership has been uncompromising in tackling these shortfalls by harnessing teaching strengths effectively. Consequently, pupils are making steady progress to meet challenging targets. Attainment in the current work of Year 6 pupils, including those of higher ability, reflects broadly average levels. Although there is some variation between classes, attainment is rising quickly in writing and mathematics in particular.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils' spiritual, moral and social development is good whilst cultural development is satisfactory. Pupils behave well, relationships are good and pupils respond eagerly to teachers and support staff whom, they say, 'make learning fun'. When asked, many of them say that they enjoy being at school where they feel safe and happy. This is why their attendance is good. Vulnerable pupils, those with learning difficulties and/or disabilities or pupils with other needs, are well supported and included in the life of the school.

Pupils collaborate well in lessons and they work hard. Through their role in the school council, pupils bring about changes to their school. They show a good understanding of what it means to live a healthy lifestyle and enjoy the wide range of activities which develop their sporting and musical talents. Initiatives such as the 'Huff and Puff' promote exercise in fun ways. Pupils participate in lots of local events and organise fundraising projects for charities and the school. Exciting initiatives in school such as 'thinking maps,' new resources for information and communication technology (ICT) and writing are a big help to pupils in gaining the skills they will need for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. In the Foundation Stage, and Years 1 to 3, it is good. There is some good teaching in Years 4 to 6. Where teaching is effective, lessons are well planned and pupils understand clearly what they are expected to learn. ICT is used well to capture pupils' interest and help them to learn quickly. Teachers have high expectations of pupils and equip them with the skills to work independently and with others. In Years 4 to 6, higher attaining pupils are not always sufficiently challenged to reach their full potential. Where pupils have gaps in basic skills caused by past teaching, teachers are addressing these well, with leadership help. In less effective lessons, the match of work to pupils' abilities is patchy and pupils do not know how to improve their work. Traveller pupils make good progress, as do pupils with learning difficulties and/or disabilities because they have effective additional support.

Curriculum and other activities

Grade: 3

The school judges this area of the curriculum as good; inspectors consider it to be satisfactory. This is because, though the school has recently put in place a much improved curriculum to develop skills more effectively, the full impact of this is yet to be seen. Activities in the Foundation Stage and in Key Stage 1 are exciting and enable pupils to make good progress. In Key Stage 2, plans ensure pupils build on the skills and knowledge they have gained but this is yet at an early stage of development. Personal, social and emotional development is thoroughly well planned across the school and it has the capacity to prepare pupils well to contribute to society. Pupils have the opportunity to work together, to reflect on and express their feelings, and learn to keep healthy and safe. Educational visits and visitors to the school enrich pupils' learning in many subjects, and the range of extra curricular activities, which include sporting and creative activities, are well supported.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. The school ensures that good support is given to vulnerable pupils and those with additional needs, enabling them to make good progress.

Risk assessments carried out to ensure pupils' health and safety are thorough and rigorous. Health and safety procedures are effective and pupils are well aware of how to keep themselves safe. Arrangements for child protection are robust, and pupils and parents express high levels of trust in staff.

Pupils have good opportunities, through trips and residential visits, to develop their teamwork and co-operation skills effectively. Through praise and recognition of their work, pupils grow in self-esteem and confidence. This starts early. For example, pupils in the Reception class gleefully read out their 'Ugly Duckling' stories which they had displayed within the classroom. Extensive checks of pupils' progress and uncompromising targets for learning are in place now. Many pupils are starting to check what they will need to achieve next.

Leadership and management

Grade: 3

Inspectors agree with the school's view that leadership and management are satisfactory. The determination of the headteacher together with the strong lead and insights of the deputy and assistant head have rounded on the underperformance in Key Stage 2 and tackled it with rigour to lift achievement to a satisfactory level with many features that are good. This has resulted in improved teaching and learning, a professional culture and shared purpose, and a stimulating curriculum. Strategic use of key staff has triggered many of these improvements. Staff now take responsibility for the progress of the pupils they teach and expectations of pupils' progress are

higher. The care and support for pupils have been central to the school's work and their personal development at the fore, so extensive checks have been put in place and additional support to bolster teaching skills where needed. Assessment is used effectively to remedy signs of underachievement but few pupils understand how to improve their work. Leaders at all levels are focused on improving achievement and, to help them to bring this about, there is a high level of staff training and development. Currently, the work of subject leaders is very reliant on the strengths of senior managers, who set out the detail of the improvement process.

Parents think well of their school and, although their views are taken seriously, a small number feel that they would like more information. The school is clear about its strengths and what else it needs to do. For example, it is well placed to improve the quality of teaching in Key Stage 2 so that pupils have the opportunity to achieve the highest standards they can. Governors play a supportive role and use their expertise well, but ask few critical questions about achievement.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 really enjoyed our visit to your school. Thank you for being courteous and helpful during our visit. We would like to tell you what we think about your school. It would be super if you would share this letter with the pupils you represent.

Firstly, we think your school is satisfactory. Everything is fine, but like you, we would like your teachers to make some things even better. We really liked the way that you all behave well and work so hard in lessons. We also liked the way that some of you are learning to 'up-level' your work. That's really good! Those of you who are good at that could help others to improve their work too.

We know that teachers try hard to make lessons interesting for you and we want them to try to make even more lessons as good as the best ones. That would make learning exciting for all of you in a lot more activities and help you to do even better. You can then reach those high levels you want to.

We could see also that you have learned about how to keep safe and healthy, and to care about others. Keep up your good work!

Good luck for the future.