

# Wincham Community Primary School

Inspection report

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<b>Unique Reference Number</b>	111160
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310520
<b>Inspection dates</b>	19–20 September 2007
<b>Reporting inspector</b>	Graham Martin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Hague
<b>Headteacher</b>	Mrs Diane Palin
<b>Date of previous school inspection</b>	7 July 2003
<b>School address</b>	Church Street Wincham Northwich Cheshire CW9 6EP
<b>Telephone number</b>	01565 733081
<b>Fax number</b>	01565 734067

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Serving a semi-rural community, this school is a little larger than average. More than a third of its pupils come from out of its immediate catchment village. Most pupils are White British, but a few pupils from non-White British families speak English as their additional language. The percentage of pupils eligible for free school meals is below the national average, so too is the percentage of pupils with learning difficulties and/or disabilities. The school has a part-time Nursery for twenty-six children aged three and four. On entry to the Nursery, levels of learning are similar to those expected nationally. The school has Extended Schools status. It provides accommodation for a separately managed pre-school facility ('Caterpillars') and for out of school childcare in a before and after school club/holiday club. This provision was subject to recent Childcare Inspections and the inspection reports are available from the school. The school holds the Investors in People award for its work to train and develop the skills of all its staff. It also recently achieved Healthy Schools status for being a health promoting school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspection findings confirm the school's own judgment that it provides a good education for its pupils. Pupils achieve well and standards are above average. Together with their good relationships and personal development, pupils express the view that they feel well cared for by their school. Parents overwhelmingly agree with this view, voicing a majority opinion that they are sending their children to a good school. The way the school makes its accommodation available for the pre-school and childcare facilities makes an exceptionally good contribution to the community. Pupils mostly enjoy school and their attendance is above average. Good teaching and enjoyable opportunities for learning help pupils to make good progress across all year groups. Progress is even better in those lessons that are outstanding because they engage pupils' interest more. Teachers use learning targets well, involving pupils in understanding, owning and working towards these targets to raise standards. The use of information and communication technology for teaching and learning has improved since the last inspection and is now good, adding value to pupils' enjoyment of learning. Pupils also enjoy outstanding opportunities for out of school activities, including sports, music and art. The full outdoor curriculum is not delivered in the Foundation Stage, however. Good leadership and very effective management by the headteacher promote continuous and sustainable school improvement. This is ably assisted by good teamwork from the school leadership teams and the active involvement of a governing body that fulfils its role of 'critical friend' well. School development planning is comprehensive. It serves its purpose as an effective school management and improvement tool well. However, at present there is no clear link to show how checks on teaching will ensure that some aspects of personal development, such as universal enjoyment of learning and the development of enterprise skills will be integrated into lessons, or how best practice in teaching will be shared. Strong partnerships with local primary and secondary schools and with the wider community help the school to achieve its mission for all children to achieve as well as they should. Year 6 pupils transfer to a considerable number of local high schools but say that they feel very well prepared. This is because they have good personal, social and learning skills and because their school manages the complexities of transfer to many different Year 7 settings exceptionally well. This school provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery class mainly from the pre-school group 'Caterpillars'. On entry their levels of learning are similar to those expected for children of their age. They are well cared for and taught. Staff expectations for their progress are high, especially in relation to their personal, social and emotional development. Children become confident and engage well with their learning, choosing activities and enjoying helping. They make good progress so that by the end of the Reception year standards are above national expectations. Staff engage with children well and use questions well to stimulate children's learning. Staff and children plan the learning activities together and all areas of learning are well covered in the classrooms. However, the outdoor area is not set up as a learning environment providing experiences in all areas of learning. The transition from pre-school group into the Nursery, between classes and on to Year 1, is well planned and ensures that the curriculum meets the needs of all children. The Foundation Stage coordinator is aware of the development needs of the outdoor area and has plans to address them.

## What the school should do to improve further

- Ensure that the full Foundation Stage curriculum is implemented in the outdoor learning area.
- Make sure that the best practice in teaching is shared so that good lessons engage pupils' interests as well as outstanding lessons do.
- Give pupils' wider opportunities to develop workplace and enterprise skills.
- Ensure that the school's strategic development plan has a sharper focus on achieving the above points and indicates how progress towards meeting them will be evaluated.

## Achievement and standards

### Grade: 2

After getting off to a good start in the Foundation Stage, pupils in Years 1 and 2 achieve well and make good progress in their reading, writing and number skills: when they are assessed against National Curriculum expectations in Year 2, their attainment is well above the national average. In Years 3 to 6 a clear understanding of their learning targets helps pupils to know what to do to achieve as well as they should, helping them to make good progress. The inspection of pupils' work in Years 3 to 6 shows that they achieve well after the statutory assessments in Year 2. This enables the school to reach standards that are above average in English and mathematics and well above average in science, as seen in the unconfirmed 2007 Year 6 test results. There is good provision for the needs of pupils with learning difficulties and/or disabilities and good opportunities for extending the learning of gifted and talented pupils. These ensure that all pupils acquire the essential academic and personal skills they need to continue with their learning and achieve their potential.

## Personal development and well-being

### Grade: 2

Positive relationships, trust and mutual respect are clearly evident in this school and are key features of pupils' good personal development. Pupils' spiritual, moral, social and cultural development is good. Pupils are conscientious and hard working, especially when the best lessons engage their interests. They take responsibility seriously, working well in partnership with the adults to make their school a happy and thriving community. Attendance is above average and pupils enjoy coming to school. Their understanding of agreed rules and the need to observe them is good, leading to consistently good behaviour in lessons and around the school. The elected school councillors act as good role models for working in partnership with adults to improve the school: their good work led to establishing a 'quiet area' on the playground. Peer mentors and 'fun friends' value the outstanding training they receive to give them an exceptionally good appreciation of their responsibilities for the care of others. Pupils know that exercise and nourishing foods help them to live healthy lifestyles. They say that they feel safe in school and know who will help them if anything concerns them. Pupils have a good understanding of their responsibilities as members of the wider community. They enjoy good opportunities to plan and run fund-raising events such as a summer fair, adding good value to their personal and social development.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching, based on the secure foundation of respectful and trusting relationships, enables pupils to make good progress. During lessons good relationships are evident and this gives pupils the confidence to answer questions and share opinions. Teachers value what pupils say and this creates a positive atmosphere for learning. Lessons generally have good pace but occasionally this slows and learning suffers. This is because, in a few lessons, pupils spend too much time listening to the teacher and not enough time engaged in meaningful activities. As a result pupils become less interested in their work. However, where lessons are outstanding, teachers engage exceptionally well with pupils and their interests to make learning relevant and fun. Teachers and classroom assistants form good teams to support pupils' learning. Teachers assess pupils' progress regularly and accurately, and use the information well to plan suitable work for those of different ability. Teachers in Years 3 to 6 have a number of different ways of recording pupils' individual learning targets. These work well, but the Key Stage 2 team leader recognises that an agreed standardised format could improve the management of the setting of targets. The good use of interactive white boards is having a positive impact on teaching and is helping to bring learning to life for the pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum matches the needs of the pupils well. Its planning ensures that pupils develop their knowledge, skills and understanding in a logical manner. Work in the classrooms is greatly enriched through the teaching of French throughout the school. Pupils have good opportunities to visit museums and other places of educational interest. Workshops run by visiting experts are closely linked to areas of study. The school has a strong culture for promoting the arts: arts weeks and workshops are held, where a very wide range of techniques are practised and used to produce the extensive variety of quality art displayed around the school. Much of this is linked to the topics studied in other subjects, such as history and geography. The many extra-curricular activities available to pupils include a wide range of sporting activities and creative arts. These, along with the excellent before and after school care, have been instrumental in the school recently being identified as having Extended Schools status. At the time of the inspection, the school received notice from its local authority that it had been named to the Department for Children, Schools and Families in recognition of the high quality of this work. Pupils are encouraged to adopt healthy lifestyles through healthy snacks and the availability of water. A wide range of sporting activities encourages pupils to appreciate and value their physical well-being. Pupils' development of basic skills is preparing them well for their future economic well-being. The range of opportunities to develop workplace and enterprise skills is satisfactory but these are not extensive enough. Pupils agree, saying they enjoy these opportunities and would value more.

### Care, guidance and support

#### Grade: 2

Parents overwhelmingly value the care shown for their children. 'I think my child is well cared for in this school.' was a typical comment. Pupils agree that they are well cared for and are given good guidance and support for their learning and personal well-being. Because every

pupil is well known to staff each is treated as an individual and with dignity, at the same time learning that they all have a responsibility of care to each other. The school takes the health and safety of its pupils very seriously. Appropriate systems are in place for assessing risks and ensuring that national guidelines on safeguarding children are followed. Regular events, such as an annual anti-bullying week, help to ensure that positive relationships and good personal development contribute to the quality of care that pupils show for each other. Staff agree that standardising the format for setting personal learning targets agreed with pupils would help to improve further the good academic support already given.

## **Leadership and management**

### **Grade: 2**

Good leadership by the headteacher ensures that all staff work well both individually and collectively towards achieving the school's mission to enable all pupils to achieve as well as they can. Some aspects of management are outstanding, including overcoming the financial and practical challenges presented by having to share hall space with the local community. By establishing good working teams and clear systems of accountability, the headteacher and deputy headteacher have set up a system of good team leadership and management that helps the school to thrive. This enables the school to manage its resources effectively and use them well to sustain improvement. Governors make a good contribution to this process: their direct involvement in evaluating the school helps them to work alongside school staff on achieving school improvement priorities. Improvement is further aided by valuable links with local primary and secondary schools and with other community partners. The school strategic development plan is used well as a working management tool. It guides the actions taken to set challenging targets to bring about improvement. However, it does not have a sharp enough focus on checking that all teaching and learning promotes the Every Child Matters outcomes in good lessons as well as in the very best lessons.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Inspection of Wincham Primary School, Northwich, CW9 6EP

Thank you for welcoming the team of school inspectors to your school. We enjoyed finding out from you how well you learn and how well you work with your teachers to help your school to be a good place to learn. You told us that you think your school is a good school. I hope that you will be pleased to know that we agree with you.

We saw how well you learn to reach good standards. This pleased us because it helps you to be ready for your move to high school. We particularly liked how well you are looked after and the many opportunities you have for after school clubs. We also liked the beautiful art work you produce and the way that your teachers use computers to help you with your learning.

To help your school to keep getting better, we have asked your headteacher to make sure that the youngest children can use their outdoor areas for all the different sorts learning they can do. We saw you enjoying learning especially well in the very interesting and exciting lessons we watched. We have asked your headteacher to keep checking your lessons to make sure you enjoy learning this much as often as possible. We also heard how well you run fund-raising events like the summer fair. You told us that you would welcome more opportunities like this to learn about the world of work and business and we agree that this would be good for children as enterprising as you.

You have a good school and I know from talking to many of you that you enjoy helping your school to be even better. I am sure that, along with your teachers, you will continue working towards making your school an outstanding place to be. I send you my best wishes for the future.