

Winnington Park Community Primary and Nursery School

Inspection report

Unique Reference Number	111212
Local Authority	Cheshire
Inspection number	310534
Inspection dates	31 October –1 November 2007
Reporting inspector	Kevin Johnson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	189
Appropriate authority	The governing body
Chair	Mr D Hill
Headteacher	Mrs C Norman
Date of previous school inspection	19 May 2003
School address	Firdale Road Firdale Park Winnington Northwich Cheshire CW8 4AZ
Telephone number	01606 74371
Fax number	0

Age group	3-11
Inspection dates	31 October –1 November 2007
Inspection number	310534

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This slightly smaller than average primary school is located in the market town of Northwich. The vast majority of pupils are White British. No pupil is learning English as an additional language. The proportion of pupils known to be eligible for free school meals is just below the national average. A similar proportion has learning difficulties and/or disabilities. Before and after school care is provided on site. During the past three years the school has achieved the Artsmark, Activemark and national Healthy Schools awards as well as an award for its achievements in information and communication technology (ICT). It also has Investors in People status, holds the Inclusion Quality Mark and a Fair Trade award.

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 and improving school where pupils achieve well because of the outstanding care and support they receive. Pupils' personal development is also outstanding. Their understanding of what it means to stay healthy and safe is exceptional. Snacks and lunch menus offer sensible choices which are monitored by the school council. The numbers who take part in sports in addition to timetabled physical education justify the school's Activemark award. Punctuality has improved because pupils are very keen to start their day by walking the 'golden mile', a measured route around the school grounds, with their teachers. Attendance is above average. Pupils enjoy school. They say lessons are good because there is lots of practical work and 'teachers are funny'. Pupils' spiritual, moral, social and cultural development is outstanding. Behaviour is good and at times exemplary. Pupils care deeply about one another and are always willing to help each other out in lessons or in the playground. Pupils say that bullying and racist incidents are extremely rare and they are very well informed about world cultures and beliefs. Pupils themselves accept responsibility for seeing that play-times are well organised, inclusive and enjoyable. They are very conscious of the importance of their environment and work hard to improve the Eco-friendliness of the school. There is no litter. They are watchful over items to be recycled and are working with a local college to establish manageable vegetable and wildlife gardens.

There has been a steady rise in standards at both key stages over the past three years and they are now average at the end of Year 6. Standards in English are improving, however, they are not as high as in mathematics and science. The school recognises this and has enlisted consultancy support, as part of a network of schools. Standards at the end of Year 2 also show improvement and are average overall. Nevertheless, writing, particularly for boys, dipped in 2007 and no pupil attained the higher Level 3. Progress throughout the school is good and has gathered pace due to improved use of assessments and more effective teaching. The school exceeded its Key Stage 2 targets for English and mathematics in 2007 and has set higher targets for 2008.

Teaching and learning are good. Lessons are lively and filled with activities which the pupils enjoy. However, pupils' work is not always marked as well as it could be and sometimes standards of presentation slip. Those who have learning difficulties and/or disabilities are particularly well provided for. Intensive group and one-to-one sessions boost their basic skills and help them to access the full range of the curriculum more easily. There is a rich curriculum with a wealth of activities for pupils outside of lesson times; this effectively promotes learning and pupils' personal development.

The headteacher has had an immense impact in shaping direction and development for the school and has effectively created a culture for learning. She has secured the well-being and loyalty of staff, pupils and parents and overseen the development of an effective governing body. Assistant headteachers give effective support and, although relatively new to their posts, play an increasing part in monitoring standards and quality. Subject leaders know the strengths of the curriculum and what needs to be done. On-going review and evaluation ensures that planning is sufficiently effective to meet pupils' changing needs. Systems for monitoring the school's performance are good and help the school to judge its work accurately. The school development plan gives clear guidance on the school's future priorities and is a useful tool in helping staff and governors measure the school's progress. Previous issues have been fully

addressed. Standards and quality of provision have progressed well and there is good capacity for the school to improve further.

Effectiveness of the Foundation Stage

Grade: 2

On entry to the Nursery most children are below the expected starting point for their age, particularly in the areas of speech and language and personal, social and emotional development. Good links are established with parents to ensure that their children's introduction to the Nursery is carefully planned. It is individually tailored so that from the youngest age children can feel safe and happy in their new environment. Throughout the Foundation Stage children receive consistently good teaching from both teachers and teaching assistants. Staff talk to children using discussion and questioning well to stimulate learning. Strong emphasis is placed on children's personal development. Adults have high expectations of children, provide clear routines and enable children to build positive relationships. These are reinforced, for example, when grandparents are invited to lunch. Staff set high expectations for children's progress. Children become confident independent learners, choosing activities and enjoying helping others. All areas of learning are provided for well within classrooms and the outdoor area. However, free flow from the Nursery classroom to the outside learning area is restricted. The school is well aware of this situation and remedial action is being taken. Children make good progress so that by the end of the Reception year they have reached the expected standards for children of their age. Transition to Year 1 is well planned ensuring that the curriculum meets children's emotional and academic needs well.

What the school should do to improve further

- Raise standards in English, particularly in writing, throughout the school.
- Ensure that marking is consistently good and standards of presentation are improved.

Achievement and standards

Grade: 2

Pupils achieve well from their below average starting points. They make good progress throughout the school and reach broadly average standards by the end of Year 6. Attainment in national tests shows a steady upward trend at both key stages over the past three years, although writing is an area for whole school improvement. Improved achievement and standards are consistent with the school's more rigorous monitoring of progress and target setting, which have contributed to more effective teaching. Despite the strengthening picture, the school is not complacent and has set higher targets for 2008 based on the monitoring of progress. Pupils who have learning difficulties and/or disabilities make good progress. Their additional needs are identified early and swiftly, and well focused intervention helps them to achieve well.

Personal development and well-being

Grade: 1

What makes pupils' personal development special is their remarkable enthusiasm for school. They are proud of their school because of the responsibilities they have in helping it to run smoothly. The school council has a voice not only in developing the school environment, for example, but also in the appointment of staff. Pupils' sense of responsibility also thrives on the opportunities they have to take charge of and organise activities. They adopt sensible healthy lifestyles and activities such as 'Phys-kids' (play-leaders) to make sure that infant pupils

take part in organised games at lunch-times which help to justify their Healthy School award. All pupils use play-time equipment sensibly and return it to base ready for use the next time. Relationships are excellent and playground buddies are on hand to boost them should they begin to falter. Pupils contribute very well to the wider community. They entertain during the Christmas season, raise funds for charity, work with schools and sports clubs and even find time to visit the Town Hall to interview their local Member of Parliament. Pupils also develop important life skills by working collaboratively in lessons to solve problems or build models. When their good progress in literacy, numeracy and ICT skills is taken into account they are well prepared to secure their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching and learning results in pupils achieving well. Secure subject knowledge enables teachers to plan and structure lessons well and to teach confidently. Teachers use assessment to build effectively on previous learning and set clear objectives for the lesson. Expectations are high and there is sufficient challenge in the tasks which take good account of pupils' varying abilities. Resources are used well to help pupils learn, particularly the use of interactive whiteboards. A good example was in a lesson on the use of direct speech which was brought to life by displaying conversation between Romans and Celts as speech bubbles. Teachers have a good rapport with pupils. This establishes a good climate for learning in which pupils feel confident and valued and where misunderstandings are managed without any loss of self-esteem. However, pupils' work is not always marked with sufficient rigour and some presentation of work does not reach an acceptable standard because attention is not drawn to what pupils must do to improve. The over-use of work sheets also tends to inhibit the practice of good recording skills in some subjects. Teaching assistants are valued members of the teaching team. They are sensitive to pupils' particular needs, especially those who have learning difficulties and/or disabilities, and use their skills well to boost the achievements of those they support.

Curriculum and other activities

Grade: 2

There is good breadth to the curriculum. It is enhanced by the inclusion of French and German and a wealth of enriching after school activities. Pupils enjoy greatly their residential visits and the variety of sports activities available as well as the chance to foster their interests in such areas as drama or music. Visits and visitors to school add further dimension to pupils' learning and contribute to their good achievement. There is good provision for ICT and enough time is given to basic literacy and numeracy skills. Opportunities for pupils to apply their skills across all subjects, however, are not yet sufficiently planned. Provision for pupils' personal health education and citizenship is good and contributes strongly to their overall personal development. A programme to enhance pupils' social and emotional development has been introduced recently. Pupils are made aware of the potential dangers of drugs and other substances and are prepared effectively to safeguard their personal well-being.

Care, guidance and support

Grade: 1

Parents fully agree that there is little more the school could do to ensure the well-being of the pupils. Some are full of praise for the way the school takes care of the most vulnerable pupils who have additional physical and emotional needs. All members of staff know their pupils extremely well and the trusting relationships which exist mean that pupils know that there is always someone they can turn to for support. School leaders have worked tremendously hard to create a clean, safe environment. Guidance on safety and codes of conduct has a clear influence on pupils' personal development and relationships. Policies and procedures for safeguarding pupils in school are in place and clearly understood by members of staff. Routine safety checks and fire drills are robust. Academic support is good. Systems for tracking progress and identifying where intervention is needed work well, ensuring that accurate individual challenges are set.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher has been a major strength in the way she has established a 'can do' ethos, secured high quality care for pupils and set the school firmly on the road to improvement. Senior leaders have clear areas of accountability and support the headteacher well, but it is too early to measure the impact of their contribution on achievement and standards in the school. There are effective systems for monitoring and evaluating the school's performance. Governors provide vigorous challenge and support and fulfil their role as critical partners well. Finances are managed astutely to provide good value for money. Priorities for development are linked to teachers' performance management, ensuring that all know how they are accountable in the drive to move the school forward.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--------------------------------------------------------------------------------------------------------------	-----------------------

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 ¹ reached by learners	3
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

Inspection of Winnington Park Community Primary and Nursery School

I am sure you will remember that your school was visited by two inspectors recently so I am writing to you to let you know what we found out.

Before I do that, I must thank you all very much for the splendid welcome you gave us. You all helped to make our visit very pleasant and we quickly lost count of your smiles. They are important to us because they tell us how much you enjoy school. We are not surprised that you enjoy school so much, having smelled that lovely toast and sampled those super school lunches!

You have a good school because you make good progress and achieve well. That is mostly because you are taught well and your teachers make your lessons fun so you all work hard. All of the grown ups in school take very good care of you and are proud of the way you behave so well. Your headteacher is especially proud of you and she has lots of ideas about how to make your school even better.

We noticed the excellent care you take not only of each other but of your school grounds as well; we could not find any litter. So well done for that! Well done also for your good attendance. That is important, so keep it up.

We did find some things we think will make your school better and we have discussed these with your headteacher and school governors. The main things are that teachers need to help you to reach better standards in English, especially writing. We also agreed that some of you could be given more help when teachers mark your work. Of course, you have your part to play by continuing to try your very hardest at all times and make sure your work is always neat and tidy.