

# Winstanley Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	106407
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	324392
<b>Inspection dates</b>	12–13 January 2009
<b>Reporting inspector</b>	Marie Cordey

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	449
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mayor Rona Winkworth
<b>Headteacher</b>	Mrs Karen Jones
<b>Date of previous school inspection</b>	15 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tanhouse Drive Winstanley Wigan Lancashire WN3 6JP

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<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 January 2009
<b>Inspection number</b>	324392

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school draws pupils from a predominantly residential area. The proportion of pupils who are eligible for free school meals is low. The number of pupils who have learning difficulties and/or disabilities is below average. The school has a small number of pupils from the Traveller community. There have been significant changes in staffing over the past three years and the extended senior leadership team has been in operation for two years. Early Years Foundation Stage (EYFS) provision includes two Reception classes and two part-time Nursery classes. The school has gained the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Standards in English, mathematics and science at the end of Year 2 and Year 6 are above average. Achievement is satisfactory. From above average starting points, pupils make steady progress throughout the school. However, the clear focus and determination of the headteacher and the senior leadership team are leading to improvement. Most parents are very positive about the school with comments such as 'our daughter is getting a very good education in all areas,' and 'my child is progressing more than in previous years and is very happy to go to school' being typical. A small number of parents would like communication between home and school to improve and for their children to make faster progress in some classes. Inspectors agree and the school has begun to consider ways to improve these issues. The popular interactive homework is a start.

The school has also correctly identified raising achievement, particularly for pupils in Years 3 to 6, as a major priority. After making a sound start in the EYFS pupils make satisfactory progress Years 1 to 6. Pupils with learning difficulties and/or disabilities and the small number of pupils from Traveller families make similar, satisfactory progress; their needs are quickly identified and they are given appropriately planned support. A clear plan to improve achievement in Key Stage 2, especially for the more able pupils, is beginning to take effect, but there is still more to be done. The curriculum is soundly planned, with increasing links being made between subjects to improve pupils' understanding.

Pupils' personal development and well-being are good and they are tolerant, conscientious young people. They enjoy school and this is reflected in their good attendance and punctuality. They are polite, well behaved and very keen to speak to visitors and share their positive views of school. There is a strong sense of belonging to a shared community and pupils feel safe and well cared for. They relish the many opportunities to take on positions of responsibility and are increasingly involved in helping the school to improve.

Teaching and learning are satisfactory and there are some good lessons where more rapid learning takes place. In some lessons, teaching provides enough challenge for pupils and their different levels of ability. In others, work is either too difficult to understand or too easy and this slows pupils' progress, especially in Years 3 to 6. Crisp, regular whole-school tracking of pupils' progress has led to more focused actions to improve overall achievement. Although the checks on pupils' progress carried out by middle managers and class teachers are beginning to lead to improvements in progress, this practice is at an early stage and not yet, fully effective.

The headteacher and the supportive governing body have accurately identified where the school needs to improve and they have put procedures in place that are beginning to be effective. Governors are involved and increasingly challenging. The school has a satisfactory capacity to improve further. This is based on a realistic and generally accurate evaluation of the school's strengths and weaknesses and a recent improvement in standards at the end of Key Stage 2. Overall, since the previous inspection, there has been a gradual improvement in standards.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The quality of the EYFS is satisfactory because of sound teaching and adequate leadership. Children settle in quickly and happily. Their parents and carers are instrumental in assisting their children to become used to school routines.

Children make expected progress from their above average starting points. By the time they leave Reception, they are working above expected levels in all areas of their learning. Assessment procedures, however, are not accurate in identifying the above average level of skills the children have when they join the Nursery classes. Consequently, some of the more able children do not make the progress they should. For instance, children demonstrate the gains they make in learning when they are given the responsibility to select their own activities. These are not assessed often enough to help in planning further activities to move children forward. Teachers and support staff work together productively to provide a wide range of varied and interesting activities. This is appreciated by the children who thoroughly enjoy the many chances they have to play indoors and outside. Teaching assistants provide sensitive, focused support for children with learning difficulties and/or disabilities so that they make similar, satisfactory achievement in line with their classmates.

Children make good progress in their personal and emotional development. Their welfare is very important to staff and children bask in the attention and care they receive. Their confidence improves and they are effective communicators by the time they leave Reception.

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

- Raise achievement for all pupils, particularly in Key Stage 2.
- Ensure that work is matched more closely to the needs of all pupils, especially in Key Stage 2.
- Ensure that all middle managers and classroom teachers consistently and regularly check pupils' progress in order to raise standards.
- Improve assessment and its use in EYFS to ensure that children's skills are accurately recorded and more challenging activities are set, particularly for the more able children.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will have a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are above average at the end of Year 2 and Year 6 in all subjects, but achievement is only satisfactory. This is because pupils make satisfactory progress throughout the school, from their above average starting points. The school has identified this as an area for improvement. Well thought out strategies, including improved pupil tracking systems, have begun to make a difference and as a result, progress is starting to improve. This led to a slight rise in standards at the end of Year 6 in 2008 and the gap between boys and girls narrowed. Nevertheless, the improvement is not yet consistent across the school, particularly in Years 3 to 6 because not all pupils are challenged appropriately in all lessons.

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

### **Grade: 2**

The school is proud of its pupils and this is clearly reflected in pupils' joyful, positive and confident attitudes. They are very persuasive about the merits of eating healthily as well as the importance of taking regular exercise. Pupils have a particularly keen sense of justice and take care of each other. They are proud to accept positions of responsibility and are particularly helpful when caring for and supporting younger pupils. Pupils are increasingly more aware and

understanding of people from the many different backgrounds and cultures who make up our communities. They make regular contributions to their local community through such activities as litter picking and gardening and they are proud fund-raisers for charitable causes both locally and nationally. Good links with local secondary schools prepares pupils well for their future. Above average skills in literacy and numeracy are now matched by the pupils' improved skills in information and communication technology (ICT). Their well developed social skills equip pupils well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There have been some improvements in teaching and learning because pupils' and teachers' expectations have been raised. Pupils' progress is tracked more effectively and consequently target-setting is more focused. Whilst some lessons are planned effectively to ensure that the needs of all pupils are appropriately met, there are inconsistencies, particularly in Years 3 to 6, where some lessons lack pace and challenge. As a result, progress dips. The best learning takes place when pupils are active and involved in well planned activities to match their interests and abilities. Pupils in a Year 5 lesson, for instance, were thrilled at the different responsibilities they were given and responded avidly to the challenge to think intellectually. Most support assistants are involved appropriately in planning lessons and in marking pupils' work. In rare instances where they are under-used, learning opportunities are missed. The introduction of interactive whiteboards has been successful, largely because it has been effective in involving pupils and in presenting information in an interesting and exciting way. Day-to-day marking is mostly conscientious and thorough. Adherence to the school's assessment policy, however, is inconsistent and, therefore, some pupils are not as clear as others about how well they are doing in their work or what to do to make it better.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets requirements. A clear strategy to improve achievement in Years 3 to 6, by linking subjects together, is beginning to be effective. It has helped to improve the curriculum for all pupils, particularly boys and the more able. Pupils appreciate the number of extra sporting and musical activities and the regular and frequent visitors who come to school. An attractive, vibrant environment encourages positive attitudes to learning. There have been significant improvements in the provision for ICT and pupils are more skilled and confident in using computer technology.

### **Care, guidance and support**

#### **Grade: 3**

Pupils who have learning difficulties and/or disabilities and the small number from Traveller families receive appropriate, planned support from all staff. Pupils are well supported, helped and cared for in school. Procedures to ensure that children are safe are rigorous and meet current government requirements. Concerns about traffic outside the school have been taken seriously and governors are considering possible actions to ensure the even greater safety of pupils. More challenging targets and an improved tracking system have made pupils more aware

of how they are getting on in their work. This is at an early stage and some pupils are not sure what they need to do in order to improve further.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leaders have successfully overcome problems linked to issues about staffing and have a clear understanding of how to improve the school. New procedures and policies are beginning to raise standards. As a result, provisional results for the 2008 national tests for Year 6 pupils and current progress demonstrate significant improvements. New tracking and assessment systems have raised expectations and united staff. Nevertheless, middle managers and class teachers are not yet sufficiently involved in monitoring pupils' progress towards their challenging targets nor in ensuring better, more consistent lesson planning to match the needs of pupils.

Community cohesion is promoted satisfactorily especially in celebrating and involving pupils and visitors from all walks of life. The school has begun to further develop pupils' understanding and awareness of people from a wide range of ethnic backgrounds. Governors make effective use of funding to raise standards and to provide satisfactory value for money. The school has gained the Financial Management of Schools Award.



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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?	3
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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 Winstanley Community Primary School, Wigan, WN3 6JP

I am writing on behalf of the inspection team to thank you for the very warm welcome you gave us when we came to inspect your school. You were keen to tell us about all the good things you do in school and we were very impressed with your sophisticated and mature vocabulary! Your school is satisfactory overall. Your behaviour and attendance are good and you care for each other well. The standards you reach in your work are above average and I want them to continue to get better, especially for those of you in Years 3 to 6. Your headteacher is determined to make the school improve even more. You are sensible, knowledgeable young people and you are ready to play a big part in making the school even better. Children in the Nursery and Reception classes are helped by you all to settle quickly and make a satisfactory start to school life.

I would like you to improve your work even more and I know that you can do this. I have asked your teachers and support staff to plan your lessons so that you learn in ways that suit you best. I have also asked the school to involve your teachers, subject and key stage leaders more in checking how well you are doing so that they can then help you to do even better. Finally, I have asked that in the Nursery and Reception classes, the children's skills are clearly and accurately recorded. This will help their staff to plan activities that will help them learn more and particularly for those children who learn quickly and want to do more things for themselves.

I wish you the very best for your future.