

Willaston Primary School

Inspection report - amended

Unique Reference Number	111076
Local Authority	Cheshire
Inspection number	325287
Inspection date	16 October 2008
Reporting inspector	Diane Auton

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	197
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
Appropriate authority	The governing body
Chair	Mrs Jenny Moran
Headteacher	Mrs Kirsteen Rigby
Date of previous school inspection	17 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Derwent Close Willaston Nantwich Cheshire CW5 6QQ
Telephone number	01270 661528
Fax number	01270 651190

Age group	4–11
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Amended Report Addendum

Ensure that the more able children in Key Stage 1 achieve as well as they possibly can in mathematics and that the rate of progress in mathematics is consistent across the school.

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas: the progress pupils make across the year groups and across subjects; the impact of teaching and the curriculum on achievement and standards and on pupils' personal development and enjoyment of learning; and how well the school's leadership promotes high standards. Evidence was gathered from the observation of lessons, assessment data, pupils' work and discussion with pupils, the staff and representatives of the governing body. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own judgements, as given in its self-evaluation form, were not justified. These have been included where appropriate within the report.

Description of the school

This average-sized primary school serves a wide area around the semi-rural village in which it is situated. The proportion of pupils entitled to free school meals is well below average. Most pupils are White British, with a very small number from other heritages. No pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is smaller than that found in most schools. The school holds the Healthy Schools Award, the Artsmark (Gold), the Basic Skills Quality Mark, the Inclusion Quality Mark, the International Eco Green Flag Award and the Effective Early Learning Quality Mark.

The 10/57 Club, situated on site, provides extended day care for pupils.

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 school with many outstanding features. Pupils achieve well academically and their personal development is excellent. An ethos of self-respect and care for others is central to its happy and effective learning community. 'The school is a brilliant first rung on the educational ladder for our children' is a comment that typifies the views of the majority of parents.

Children enter Reception with skills that are in line with expectations for their age group. They progress well across the school and reach overall standards that are above average by the end of Key Stage 2. Standards in English are exceptionally high; standards in mathematics are not as high, although they are above average. Despite a dip in 2006, results in national tests remained above average and have since returned to well above the national average. The school has identified mathematics as a priority area for improvement. This is because the proportion of pupils reaching the higher levels is lower in mathematics than in the other subjects, particularly in Key Stage 1. Pupils with learning difficulties and/or disabilities achieve extremely well, in relation to their starting points and abilities, as a result of the high quality support and effective individual learning programmes that the school provides for them.

Pupils' good overall achievement is the result of good teaching, an excellent curriculum which engages their interest, and excellent pastoral care that helps them to be confident and secure. Teachers give clear directions and use questions well to support the development of pupils' thinking skills. They provide extremely effective guidance, which helps pupils to improve their work. In some outstanding lessons, pupils played a very active role in organising their own learning and assessing how well they had done. Pupils' progress is assessed and tracked carefully and most lessons are planned well to take into account the range of pupils' needs and abilities. The curriculum provides very well for developing pupils' basic skills, particularly in literacy and information and communication technology (ICT). Over the last two years, there has been a sharp focus on developing a wide range of skills across the subject areas through work in topics and themes. This motivates pupils very successfully and they say how much they enjoy their lessons. The school has begun to implement new systems for assessing pupils' progress through focused teaching strategies to iron out any inconsistencies in pupils' achievement in mathematics. The professional partnership between teachers and highly skilled teaching assistants is a key element of the school's successful provision for pupils of all ages and abilities. The school meets statutory requirements for safeguarding pupils and takes appropriate steps to ensure their health and safety.

Pupils' personal development is outstanding and this is seen in their excellent behaviour and attendance. The school's emphasis on praise and on valuing each individual ensures that pupils grow in self-esteem and form strong relationships with staff and with each other. Pupils feel they are listened to and cared for. Their spiritual, moral, social and cultural development is excellent. They enjoy many opportunities to take responsibility: for example, as play leaders, school councillors, road safety officers and eco-officers. They collaborate well in groups and when working with a partner in lessons. These factors and their good basic skills prepare them well for the future. They have excellent awareness of personal safety and healthy lifestyle issues. They enjoy an excellent range of extra-curricular activities and residential and day visits. Good links with the local high school help to prepare them well for the move to the next stage in their education.

The headteacher provides very strong leadership and a clear vision and direction for taking the school forward. Knowledgeable governors provide challenge as well as support and hold the school to account. Leaders know the school and its community well; their self-review is accurate and is underpinned by rigorous assessment and review. Targets for improvement are appropriate and challenging and actions designed to achieve them are planned well. The school, therefore, has good capacity to make continued improvement. Senior staff share responsibility with the headteacher and governors for checking on the school's performance and provision. Good attention has been given to promoting community cohesion and the school is developing a range of initiatives to extend and develop pupils' awareness of the wider world and to prepare them for life in a multicultural society. In questionnaires returned by parents during the inspection, most expressed their appreciation of the school's work. A minority said that they feel the school does not always take their views into account. The school does have an open door policy and provides parents with opportunities to express their views to senior staff and governors.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Well planned induction procedures enable children to settle quickly and happily into the Reception class. Beneficial home-school relationships are forged at this point and this helps the children's education to get off to a good start. There is good management and effective teamwork and adults have a good understanding of how young children learn. These factors all help to create a stimulating environment in which children of all abilities make progress. The nurturing ethos enables children to feel safe and secure. Learning is fun for the children. They enter into all their activities with great enthusiasm and interest and are eager to show and talk about what they can do. Good use is made of the outdoor area to promote learning through investigation and discovery. Access is limited on wet days and this reduces the number of children choosing to access the outdoor learning experiences that the school provides for the children. Careful observations of children's progress and achievements help staff to plan activities tailored to their learning needs, with appropriate levels of challenge and interest. Additional learning needs are identified promptly, enabling children who require it to be given additional support. Children progress well and leave Reception with positive attitudes to learning and with skill levels above typical expectations for their age group. Their smooth transition to Year 1 is managed well.

What the school should do to improve further

- Ensure that the more able children in Key Stage 1 achieve as well as they possibly can in mathematics and that the rate of progress in mathematics is consistent across the school.
- Improve outdoor provision in the Early Years Foundation Stage so that children have continuous, all-weather access to learning activities out of doors.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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	1
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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Willaston Primary School, Nantwich, CW5 6QQ

Thank you for the lovely warm welcome you gave me when I visited your school. As you know, I came to see how well the school is doing and how you are all getting on with your learning. This is what I found.

- Willaston is a good school with many outstanding features. It is run well by the headteacher and the staff and you are being given a good education.
- It is a happy school and this shows in your excellent behaviour and attendance. The staff look after you extremely well and this helps to make sure you grow up into sensible, caring young people.
- You are taught well and this helps you to make good progress. I was also very pleased to see that you all work hard and try your best in lessons. Keep up the good work!

I have asked the headteacher and the staff to continue to work with you to make sure that you all do as well as you possibly can in mathematics, particularly those children in Key Stage 1. I have also asked them to work on improving the outdoor area in the Reception class so that children may take part in activities out of doors, whatever the weather may be like.

With my very best wishes for the future.