

# Willaston CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111245
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	325326
<b>Inspection date</b>	15 June 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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
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>	Mr K Butcher
<b>Headteacher</b>	Mrs Julie Chambers
<b>Date of previous school inspection</b>	27 February 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>	Neston Road Willaston Neston Cheshire CH64 2TN
<b>Telephone number</b>	0151 327 4133
<b>Fax number</b>	0151 327 8244

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## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement and standards; the quality of teaching and learning; the pupils' personal development and well-being and how well the school's leadership promotes care and high standards. Evidence was collected from national published assessment data; the school's self-evaluation; assessment records, policies and minutes of meetings; observation of lessons; pupils' work; discussion with pupils, staff, the school improvement partner, the chair of governors and a parent governor. Comments in the questionnaires returned by parents in relation to how well the school is led and managed and pupils' behaviour were thoroughly investigated. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This smaller than average sized school is set in a small village and draws pupils from relatively advantaged backgrounds. The vast majority of pupils are of White British heritage and a very small proportion is of a minority ethnic background. The percentage of pupils eligible for a free school meal is below average and the proportion of pupils who have learning difficulties and/or disabilities is below average. The school provides for children in the Early Years Foundation Stage in one Reception class. The school holds many awards including Healthy Schools, Inclusion Quality Mark and has Investors in People status.

## 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, with some good features. Pupils typically comment that 'the school looks after us and we help each other'. Leaders and governors are proud of their commitment to the 'whole child', and pupils' personal development and well-being is good.

Pupils' achievement and progress are satisfactory overall. From their above average starting points on entry to the school, pupils reach standards in Year 2 which are consistently above average in reading, writing and mathematics. By the time pupils leave the school at the end of Year 6, standards remain above average in English, mathematics and science. However, standards in reading and writing are above those in the other subjects and pupils demonstrate sophisticated communication skills. The school's focus on raising standards in problem solving has led to improved standards in mathematics by the end of Year 2 and Year 6, as well as for more able pupils in Key Stage 2. Pupils make good progress in lower Key Stage 2 where the school's strategies for improvement have been effective in raising achievement. The quality of teaching and learning is satisfactory and some lessons are good. Nevertheless, there is not enough good or better teaching to ensure consistently good achievement. Tasks and activities are not always matched closely enough to pupils' needs and teachers sometimes speak for too long. Consequently, pupils are not sure what to do and become passive and less focused on their learning. In good lessons, teachers have clear and high expectations of progress, and pupils engage in their learning with real enthusiasm. Throughout the school, pupils are encouraged to take pride in the presentation of their written work and this is seen in good quality displays throughout the school. Teaching assistants work with classroom teachers to plan and support lessons. As a result, pupils with learning difficulties and/or disabilities are appropriately supported and make satisfactory progress.

A varied curriculum is becoming more interesting for pupils as learning in different subjects is linked. Pupils appreciate the chance to bring their learning to life, for example learning about biology and report writing while gardening in the school grounds. They also enjoy participating in the wide range of extra activities offered by school. Good care for all pupils is at the heart of the school's character and they are well prepared for the move to secondary education. Additional resources have led to improvements in pupils' attainment in information and communication technology which, along with pupils' above average standards in other basic skills, prepare them well for the future.

Pupils are encouraged to believe in themselves as well as to think of others. They have a healthy, sensible approach to diet and take regular exercise. They enjoy school as seen in their good attendance. Pupils' behaviour and their spiritual, moral, social and cultural development are good because they are respected and appreciated. Because of this, they understand and appreciate people from different walks of life and are active fundraisers for the parish, as well as national and international charities. The school demonstrates a sound commitment to promote community cohesion and equality of opportunity. It has strong links with the local community: for example elderly local residents have enjoyed listening to the school choir. Parents' largely positive attitudes towards school are reflected in their typical comments: 'A caring school in a warm and friendly environment. My child is happy here.' and 'Keep up the good work.' However, a significant minority expressed dissatisfaction, largely with some pupils' behaviour and aspects of leadership and management. Inspectors found no evidence to substantiate concerns about behaviour in lessons or in and around the school. Parents' perceptions about the quality of leaders' communications and accessibility are taken very seriously by the school. Leaders and

governors have planned to improve communications and engagement with parents to foster relationships.

Pupils' progress towards their challenging targets is regularly tracked and evaluated by senior leaders and newly appointed subject coordinators. Strategic leadership and management have proved effective in raising standards in mathematics. As yet, subject tracking is not as precise and up-to-date in all subjects. Therefore, teachers' lesson planning and assessment is not consistently or securely based on pupils' prior learning and pupils are not given clear enough instructions about how to improve their work. On the whole, pupils meet their increasingly challenging targets. This includes improvements in the numbers of pupils attaining higher standards in mathematics, which has been a priority for the school.

Senior leaders' evaluations of performance are accurate and the quality of self-evaluation overall is satisfactory. Governors are very involved and supportive, and are offering increasing levels of challenge. Procedures to update some of the school's policies are being implemented and managers are aware of the need to improve outdoor provision in the Early Years Foundation Stage. Arrangements for safeguarding pupils meet current requirements. There has been satisfactory improvement since the previous inspection and the school provides sound value for money. The headteacher provides a clear steer for improved performance for leaders and managers at all levels. The school has satisfactory capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children's starting points when they join the Reception class are above the levels expected for their age, and they make satisfactory progress to attain levels above those expected by the end of the Reception Year. A range of well prepared activities indoors encourages children to explore and enjoy their learning and they are eager to play and learn through reading stories, role-play and the use of computers. As a result, children enjoy exploring and playing together. They respond enthusiastically to working independently and become engrossed in writing and playing with numbers. There are limitations in the activities available for children to learn outdoors. Consequently, children's opportunities to explore and develop their skills and their knowledge and understanding of the world are restricted. Satisfactory teaching and learning stems from sound leadership and management focused on children's progress and personal development. Children become increasingly confident and secure because of the good provision for their welfare. Children are well cared for and requirements regarding their health and safety are fully met. Good partnerships between teachers, teaching assistants and parent volunteers build up trust and children make good progress in their social development.

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

- Improve the consistency of the quality of teaching and learning to ensure that it is all good or better leading to higher standards and consistently good achievement.
- Improve the tracking of pupils' progress and use this to guide pupils as to how to improve their work.
- Improve outdoor provision in the Early Years Foundation Stage to improve children's skills and their understanding and knowledge of the world.

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

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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

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<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 Willaston Church of England Primary School, Neston,  
CH64 2TN

Thank you for the very warm welcome you gave to inspectors. Many of you made a point of speaking to us and, in particular, I would like to thank the pupils who escorted us on a tour of the school. You played a big part in making the inspection so enjoyable and I would like to share with you what I found out about your school.

Yours is a satisfactory school and there are also some good aspects. Your behaviour is good and you are very thoughtful young people. You enjoy learning and your work is above average in all subjects. You have done a lot of work to improve your problem solving in mathematics and the presentation of your work is so good it makes me very envious!

You are encouraged to eat healthily and keep fit and you take exercise very seriously. You like coming to school and enjoy what the school has to offer, particularly the many school clubs and educational visits. You are keen to make a contribution in your local area, for instance, when the choir sang for the elderly people in the village. You also raise lots of money for charity, through school and the parish.

Children in the Reception class settle down quickly and make satisfactory progress when they join the school. They are well cared for and you make them feel welcome. I would like there to be more opportunities for them to play and explore outdoors so that they can improve their skills and learn more about our world.

I have asked the school to make all teaching good so that you make good progress in all your classes and reach even higher standards. I have also asked your teachers to give you a bit more guidance on how to improve your work and to make sure that they check your progress regularly. I know you will enjoy the challenge.