

# Grappenhall St Wilfrid's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111315
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	325345
<b>Inspection dates</b>	26–27 November 2008
<b>Reporting inspector</b>	Terence Bond

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 aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	400
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 J Bygate
<b>Headteacher</b>	Mrs G Davies
<b>Date of previous school inspection</b>	1 November 2005
<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>	Church Lane Grappenhall Warrington Cheshire WA4 3EP

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<b>Age group</b>	5–11
<b>Inspection dates</b>	26–27 November 2008
<b>Inspection number</b>	325345

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## Introduction

The inspection was carried out by three Additional inspectors.

## Description of the school

The school, which is larger than most primary schools, is located in the village of Grappenhall to the south east of Warrington. Although situated in an area which is relatively advantaged, the school admits pupils from a range of socio-economic backgrounds. Pupils are predominantly of White British heritage. The proportion of pupils eligible for free school meals is well below the national average, as is the proportion with learning difficulties and/or disabilities. Pupils are taught in several buildings on the same site, including mobile classrooms. The school has experienced a significant number of staff absences in recent years. The school has been awarded Healthy School status, and the Activemark for its health and sports promotion. It has also received two Basic Skills Quality Marks and the Eco Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Grappenhall St. Wilfrid's Primary School is a good school with some outstanding features. The headteacher provides inspirational leadership and management. She has established a shared vision, enthusiasm and energy amongst staff in order to bring about improvement. Pupils achieve well and their personal and social development is excellent. Parents are largely supportive of the school and comment on, 'the very positive atmosphere', and how the school has given their children, 'a fabulous start in life'. Pupils very much enjoy coming to school and this is reflected in their high levels of attendance. Good progress is the result of teaching and learning which is of consistently good quality and is sometimes outstanding. Children start in Reception with skills that are broadly typical for their age. By the time they leave Year 6, standards are well above average in English and science. In mathematics, although standards are above average by the end of Year 6, they are not as high as in English and science. The school has effective systems for monitoring its performance. As a result of careful data analysis, it has identified that the curriculum needs to provide greater challenge for more able pupils in mathematics. Pupils with learning difficulties and/or disabilities achieve well because of carefully planned work which is closely matched to their specific needs. This results in them making the same good progress as their peers. There are examples of good behaviour throughout the school, with a high level of respect and friendliness shown by all pupils.

Pupils' spiritual, moral, social and cultural development is exceptional. The school provides numerous opportunities for pupils to become independent and exercise responsibility, for example, as school councillors and Year 6/Reception buddies. The highly active Eco council has been successful in developing horticultural and recycling initiatives. Pupils take pride in these roles and carry out their duties very effectively. The school's involvement in the local community contributes significantly to pupils' education. Pupils have a very good awareness of the needs of those less fortunate than themselves, as demonstrated by their support for national and global charities. They talk eagerly about their link with a school in South Africa. Pupils have a good understanding of healthy lifestyles which has been acknowledged by their Healthy Schools Award. The wider curriculum provides good opportunities for developing pupils' creative talents through music and drama. Their enjoyment of learning and their personal development is well promoted by a good range of out-of-school activities. The wide range of activities aimed at developing their literacy, numeracy and information and communication technology, (ICT), means that pupils are well prepared to secure their future economic well-being. Pupils have a good understanding of how to improve their work because of the effective marking strategies the school employs, as well as their involvement in assessing their own progress.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The outstanding provision in the Early Years Foundation Stage (EYFS) enables children to make an excellent start to their education. Children join Reception from a wide range of pre-school settings. Their skills vary on entry but overall are broadly in line with those expected for their age. As a result of very good induction procedures, children settle in well and make outstanding progress, especially in their personal, social and language skills. By the time they transfer to Year 1, children are at least working securely within, and some are attaining and exceeding, the nationally expected learning goals for their age. Teaching and learning are outstanding.

There is a very effective blend of direct teaching and opportunities for children to explore and work independently on a range of challenging and stimulating activities, well matched to their individual needs. Children's behaviour and enjoyment of learning is outstanding. Very good use is made of the outdoor provision. An example of this is where the children rose to the challenge of finding and matching words hidden in the 'Willow Den'.

Assessments are used exceptionally well by staff, in order to plan the next steps in learning. Leadership and management in the EYFS are outstanding. Staff constantly review their practice and look for ways to improve the provision still further.

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

- Ensure that the curriculum provides sufficient challenge for more able pupils in mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well in Key Stage 1 and by the end of Year 2 standards are above average. The provisional 2008 Key Stage 1 national assessments showed improvements in reading and mathematics, and especially in writing. By the end of Year 6, the vast majority of pupils have continued to achieve well and standards are well above average in English and science, and above average in mathematics. The provisional 2008 Key Stage 2 national test results showed that whilst the more able pupils did better than expected in English and science, some did not do as well as expected in mathematics. Pupils with learning difficulties and/or disabilities achieve as well as their peers as a result of the focused support they receive.

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

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave well in lessons and around school. They get on well together and cooperate very well in groups and with learning partners. Pupils' enjoyment of school life is reflected in their high levels of attendance. Pupils have very well developed social and moral values and demonstrate their generosity by supporting national and global charities, including Children in Need and Operation Christmas Child. They have a keen multicultural awareness and eagerly talk about their link with a school in South Africa. Pupils undertake projects on different countries of the world, for example, India. They also study the key features of other religions in their religious education lessons, for example, Diwali. Pupils respond well to opportunity to take part in a variety of school productions throughout the year. They have a good understanding of right and wrong and are fully aware of the harmful aspects of bullying and racism. Older pupils look after younger ones on a regular basis, for example, the Year 6/Reception buddies. Pupils know what constitutes a healthy and well balanced diet and why it is important to stay fit and healthy. They feel safe in school and say that bullying is very rare; however, when it does occur, it is dealt with quickly and effectively. Good achievement in literacy, numeracy and ICT prepares pupils well for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Overall, the quality of teaching and learning is good and there are examples of outstanding practice across all key stages. Lessons are managed effectively and there are many opportunities for pupils to work independently as well as collaboratively. Where teaching is outstanding, there are high levels of challenge and expectation, rapid pace and good use of questioning which encourages pupils to think and justify their answers. An example of this was seen in a mathematics lesson where children worked on a range of timed, challenging activities aimed at developing their problem-solving skills. Pupils respond positively in lessons where imaginative use is made of ICT. Whilst teachers make good use of interactive whiteboards to support the introduction and end of the lesson, there are few opportunities for pupils to use this resource during lessons. Occasionally, teachers spend too much time talking at the beginning of lessons and sometimes, pupils lose interest as a result. Teaching assistants are deployed effectively and this helps to ensure that those pupils with learning difficulties and/or disabilities contribute well in lessons and make good progress. Marking is generally a strength and pupils benefit from detailed diagnostic comments about how they can improve their work. There are also opportunities for pupils to mark their own work as well as that of their peers.

### Curriculum and other activities

#### Grade: 2

The curriculum is imaginative and well organised. Pupils are actively encouraged to develop as independent learners and confident users of computers. There are opportunities for them to develop their writing skills in other subjects and the positive impact of this can be seen in standards throughout the school. The high profile given to a wide range of enrichment activities, including visits, learning a foreign language, and after-school clubs in music, drama and sport, adds much to pupils' enjoyment of learning and their personal development. The opportunity for pupils to be involved in residential trips extends their range of experiences. There is a good range of visitors and sports coaches which brings pupils into contact with experts and performers who enrich their learning. Whilst there has been an appropriate focus on developing basic skills in mathematics, these skills need to become embedded to ensure that the curriculum provides the challenge needed for more able pupils in this subject. The school's emphasis on personal, social and health education and citizenship enables pupils to be articulate and confident when talking to adults and speaking to an audience.

### Care, guidance and support

#### Grade: 1

Parents are very appreciative of the outstanding care, guidance and support given to their children. In particular, parents comment, 'the school provides a safe, friendly and inclusive environment for its pupils'. Teachers know the pupils very well. There is good support and guidance for pupils who have learning difficulties and/or disabilities. Child protection procedures are in place and safeguarding procedures meet current government requirements. Arrangements for health and safety help to ensure that pupils work in a safe and secure learning environment. Academic guidance is a growing strength of the school. There is exemplary practice in pupils' marking of their own work which helps them to become more secure in their understanding of

how they can improve. Targets are challenging and specific to the needs of individual pupils. Pupils' progress is tracked and monitored effectively.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher provides inspirational leadership and is well supported by the school's senior management team. The newly appointed deputy headteacher has quickly gained a good understanding of the school's strengths and areas for development. The number of new staff means that the leadership and management roles of subject coordinators are at an early stage of development. However, there is a shared vision, enthusiasm and energy to move the school forward. The school uses data well to check its own performance. This has led to the identification of a need to provide a curriculum in mathematics which challenges the more able pupils. The school development plan identifies priorities and the appropriate action to be taken to help the school meet its challenging targets. The vast majority of parents are extremely supportive of the school, although a small number expressed concern about the recent instability with regard to staffing. The school is aware of its responsibility for promoting community cohesion and is developing this well. Governors fulfil their statutory requirements and are successfully developing their understanding of the self-evaluation process to enable them to act as critical friends to the school. The school has good capacity to improve and provides good value for money.



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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 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?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 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**

On behalf of the inspection team, thank you for welcoming us to your school for its recent inspection. You were all very helpful and polite and we really enjoyed talking to you. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We think St Wilfrid's is a good school and some things in it are outstanding. We were very impressed with your positive attitudes to learning, the way you care for one another and the way you carry out your responsibilities with pride. We were also very pleased to see all the out-of-school activities you have. You told us how you enjoy coming to school and that you know how healthy eating and exercise are good for you. You are also very aware of people less fortunate than yourselves and of the different ways you help them.

You have a headteacher and staff who work very hard to make yours such a good school and who have your well-being at the heart of all they do. All these things make your school a good place in which to work.

To help make it even better, we have asked your headteacher, staff and governors to help you to improve your mathematical skills by providing a more challenging curriculum in mathematics, especially for the more able children.

Thank you for being so helpful. We hope you will carry on enjoying school and helping your teachers make St.Wilfrid's an even better place to be.

Best wishes for the future.