

# Wimboldsley Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111056
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	337616
<b>Inspection dates</b>	5–6 October 2009
<b>Reporting inspector</b>	Lynne Read

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Young
<b>Headteacher</b>	Mr M Bousfield
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	Nantwich Road Wimboldsley Middlewich CW10 0LN
<b>Telephone number</b>	01606 832321
<b>Fax number</b>	01606 832683
<b>Email address</b>	WIMBOLDSLEYPRIMARYHEAD@cheshirewestandchester.gov.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, observed some short teaching sessions and whole school worship, and held meetings with governors, pupils and staff. They observed the school's work and looked at pupils' workbooks, assessment records, school policies, school development plans and the school improvement partner's reports. Fifty one parent questionnaires were received, analysed and considered, alongside questionnaires completed by the pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress, especially in mathematics
- the academic and personal development of different groups of pupils, including those with special educational needs and/or disabilities, the more able and boys and girls
- the quality of the curriculum and how well pupils' literacy, numeracy and information and communication technology skills are applied
- provision and learning in the Early Years Foundation Stage with a focus on the use of the outdoor classroom.

## Information about the school

This small school serves families from Middlewich, Winsford and the surrounding rural areas. Pupils are taught in four mixed-age classes and are in sets for mathematics lessons. The vast majority are of White British heritage and the take-up of free school meals is lower than average. The proportion of pupils who have special educational needs and/or disabilities is average and a significant number of pupils enter the school part way through their education. The school has gained the Inclusion Quality Mark, Activemark and Healthy Schools awards, alongside the Family Learning Kitemark and Fairtrade School status.

A private provider offers after-school care for pupils at a nearby location. This provision is subject to a separate inspection

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Wimboldsley Primary is a good school and has some outstanding features. Parents have very positive views of the provision, the care provided and their children's progress. Comments such as, 'The school provides a safe, family environment in which all the children can enjoy their childhood' are typical. Partnerships with other agencies and schools are outstanding. They provide, for example, expert support for pupils' needs and additional sporting opportunities.

The headteacher provides good leadership and ensures that all groups of pupils have equal opportunities. Staff work exceptionally hard to eliminate factors that could get in the way of learning and this is a major strength underpinning pupils' good progress at the school. Thorough reviews of performance are completed annually and the school sets challenging targets for itself. Since the previous inspection, achievement in writing and mathematics has improved leading to better attainment this year, especially for the more able pupils. A much higher proportion is now working at a level higher than expected for their age. The standard of care has also risen. In addition, improvements made to the school grounds and resources have enhanced pupils' learning further. The school benefits from an active governing body that ensures continuous improvement through the effective use of resources. The capacity for sustained improvement is good.

Children make good progress in the Early Years Foundation Stage. They have good opportunities to play and explore indoors but planned developments for the outdoor classroom are not complete and this resource is not used sufficiently to enhance their learning. Throughout Key Stages 1 and 2 achievement is good overall and it is often outstanding in reading. This is because teaching is good and a broad, interesting curriculum fires pupils' interests. Pupils who have special educational needs and/or disabilities, or those who need a boost to their learning, have personalised programmes and support specifically tailored to their needs. This ensures that they make good progress and meet their targets. Pupils' behaviour is excellent and, by Year 6, pupils show high standards of self-discipline. They thoroughly enjoy school and, because of the outstanding care and safeguarding provided, they feel extremely safe. Pupils have an excellent understanding of the essential features of a healthy life-style and appreciate that visits, community events and after-school clubs give them new interests and enjoyment. A good programme for personal education supports pupils' spiritual, moral and social development very well. Cultural development is sound and pupils' awareness of global issues is shown in their fund-raising activities and developing interest in fair trade. However, pupils' understanding of diversity at the local, national and global level is not sufficiently developed. The achievement of a national award recognises the school's good work in encouraging parents' active involvement in their children's

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education.

## What does the school need to do to improve further?

- Ensure that planned development of the outdoor learning area for the Early Years Foundation Stage is completed and that children have varied opportunities, throughout the day, for active learning, purposeful play and exploration outdoors.
- Provide more opportunities for pupils to develop their understanding of cultural diversity within local, national and global communities.

## Outcomes for individuals and groups of pupils

**2**

Over the past three years, achievement has been consistently good. The school has small numbers in each year group. Attainment across the past three years has been average but has fluctuated according to the proportion of pupils with special educational needs and/or disabilities, which is high in some year groups. In addition, pupils entering part way through their education often take time to catch up on their prior learning. In the most recent tests for Year 6 pupils, attainment has improved and is above average. A whole school focus on writing has led to improved progress in this subject. Current work shows that pupils are now well on the way to matching their excellent achievement in reading and this is an on-going target for the school. Some good improvements in mathematics have taken place, with pupils reaching the very challenging targets set. Pupils who have special educational needs and/or disabilities meet their individual targets and have good self-esteem. Boys and girls show equal interest in their work and they progress at equal rates.

Pupils say they love school, are very happy and enjoy their learning. This is reflected in their good attendance and outstanding behaviour. Their excellent understanding of healthy living means that they enjoy plenty of fresh air and exercise within the very well developed play and sport facilities. They have an excellent understanding of the importance of safety procedures, including those for using the internet. Pupils assert that there is no bullying in school. They are adamant that they would challenge any form of harassment or racism. Pupils enjoy community involvement through links with the church, local events, charity fund-raising and environmental work. They have extensive opportunities to experience responsibility and help in the running of the school. For example, those pupils who are road safety officers remind pupils of potential dangers and the library team help to keep a very good stock of books in good order. Pupils have good involvement in decision making through membership of the Eco committee and school council.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Lessons have very clear objectives so pupils always know exactly what is expected of them, and short games and challenges keep pupils interested and well motivated. Teachers constantly assess progress and plan tasks to build accurately on pupils' prior learning. Class groupings are flexible and arranged on ability rather than age group. This caters very successfully for the different learning needs and ensures that the more able have suitable challenges. Teachers keep a careful check on progress during lessons by including skilful questioning and opportunities for pupils to evaluate their own understanding. Teaching assistants are very knowledgeable and well deployed to provide additional support. This helps to provide good support within the larger classes in school. Teachers make very good use of information and communication technology to illustrate new ideas and concepts. Marking is helpful and clearly indicates what pupils have done well and where they need to improve. Pupils have useful targets for learning in English so they know where to focus their efforts. In mathematics, only some pupils have goals for learning and others are not sure how to move their learning on. Staff are aware of the need to develop a consistent system across both subjects.

Careful planning keeps enjoyment at the heart of learning and results in a balanced and exciting curriculum, which meets the needs of the mixed-age classes well. Skills in literacy, numeracy and information and communication technology are extended very well through other subject studies. The school grounds and local area are used to best advantage. As a result, pupils have a keen interest in natural science and environmental work. A further strength of the curriculum lies in the tailoring of tasks and support to meet specific needs. The good programme of personal development is effective as it is

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integrated into other subjects such as science or religious education. The school is now planning to extend this further by including more emphasis on economic awareness, for example, by including enterprise projects. Pupils take good advantage of an interesting programme of extra-curricular clubs and competitive sport. The high quality of these activities, together with a good programme for physical education, is recognised through the Activemark award.

The school takes excellent care of its pupils and their welfare is at the heart of its work. All pupils are very well known by staff. There is overwhelming agreement by pupils that, 'adults in school care about me'. Staff go to great lengths to secure expert help or resources to meet pupils' needs and are highly successful in overcoming any issues that might get in the way of learning. Good links with secondary schools ensure pupils have a smooth transition to the next phase of learning. Supervision is good, the building and grounds are secure and there is a safe hand-over of younger pupils to parents at the end of the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leadership and management are good and the school provides good value for money. The headteacher provides clear direction and is constantly driving the school forwards. There is a great sense of pride and belonging in the school among parents, pupils and staff who all share a vision for excellence. The school is well run: procedures and policies are consistently followed. A strong emphasis on teamwork leads to good sharing of expertise and experience. Subject leaders are well informed and make a significant input into management. Good systems are in place for critically evaluating the work of the school and to plan improvements. These include regular observations of lessons, checking the quality of pupils' work and tracking their progress very closely.

Community cohesion is good at the local level. The school's own evaluation of the work has highlighted the need to promote engagement with groups beyond the immediate community but plans to develop links are in the early stage of development and so pupils' understanding of other cultures is only satisfactory. The attention to safeguarding, including safe recruitment, is given a high priority and all requirements are met. Staff have regular updates in child protection training and are well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. This is enhanced by

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excellent partnerships with outside agencies. Observations, discussions and pupil and parent questionnaires reveal no evidence of inequality. Governors bring a wide range of skills to enhance management and have clear ambition to improve the accommodation for pupils. They are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision they make. New governors have recently been appointed and are currently engaging in a training programme to hone their skills and help develop their roles as 'critical friend'.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Very good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout Reception and enables staff to provide effectively for the interests and abilities of all children. As a result children thoroughly enjoy their work; their behaviour and personal skills are good.

Children's development at entry to the Reception class varies significantly between year groups. There is a very wide spread of ability. Over recent years, it has generally been average. Teaching is good. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities within the classroom for children to choose their own activities and develop independence. Children have directed activities outdoors. For example, they went on a 'dinosaur hunt' and learned about numbers. Plans are in place to improve the dedicated outdoor classroom but, at the moment, children do not have enough opportunities for play, exploration and investigation outdoors.



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Children benefit from the small class size and have very good support from adults. They also learn a tremendous amount from working and playing alongside Year 1 pupils, especially in communication and collaborative skills. Children make good progress. The vast majority are working at or above expected levels for their age by the time they enter Year 1. Leadership and management are good; it is recognised that more rigorous checks on planning are needed to ensure it consistently meets the same high standard seen across school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents have very positive views of the school and several describe it as 'fantastic'. Quotes include, 'It's a happy school with a real community' and 'Wimboldsley is about far more than just academic studies.' Parents especially praise the support and commitment of the staff and the very good communications between home and school. Many parents of pupils who have special educational needs and/or disabilities or emotional difficulties expressed their appreciation of the care provided and their children's good progress. There is commendation for the good quality of teaching and parents feel that the school environment is safe. Inspectors agree with their views. The very few concerns that were raised were investigated fully and findings are commented on in the report, where appropriate

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wimboldsley Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 51 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	76	24	24	0	0	0	0
The school keeps my child safe	76	75	24	24	0	0	0	0
The school informs me about my child's progress	58	57	34	34	8	8	0	0
My child is making enough progress at this school	62	61	34	34	4	4	0	0
The teaching is good at this school	66	67	30	30	0	0	0	0
The school helps me to support my child's learning	64	66	24	25	4	4	0	0
The school helps my child to have a healthy lifestyle	62	63	34	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	66	24	26	0	0	0	0
The school meets my child's particular needs	64	65	30	30	2	2	0	0
The school deals effectively with unacceptable behaviour	56	56	34	34	8	8	0	0
The school takes account of my suggestions and concerns	60	59	32	32	8	8	0	0
The school is led and managed effectively	68	67	30	29	4	4	0	0
Overall, I am happy with my child's experience at this school	74	74	24	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Inspection of Wimboldsley Community Primary School, Middlewich CW10 0LN

Thank you for the very warm welcome you gave me and my colleague when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. Thank you to the pupils who filled in their questionnaire and those who chatted with me. You are delighted with your school. I agree with the people who wrote, 'I enjoy my school because everyone is friendly and we feel like a family,' and 'My school is great.' In return, I would like to tell you what we found out.

Wimboldsley is a happy, safe school that provides you with a good education. I was very impressed with your excellent behaviour. You get on extremely well together and take excellent care of each other. You are a credit to your families and your school. Your council members ensure that your views are known and I saw how much you were enjoying the trim trail and climbing frame that they had requested on your behalf.

You are keen to learn, work hard and are making good progress. Those of you in the Reception group have settled well and are learning quickly. I have asked your teachers to provide more opportunities for learning outside. I think you will enjoy that because I saw how much you enjoyed your parachute game in the school grounds. In Years 1 to 6 you are making good progress and have improved your writing and mathematics. Well done! You have a good thirst for knowledge and enjoy learning about other countries and languages. I have asked your teachers to provide more opportunities for you to learn about the lifestyles of people from faiths, cultures and backgrounds that are different from yours. This should give you a better understanding of your country and your world.

Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future.

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