

# Winsford High Street Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111057
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	337617
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Judith Straw

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>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Wilson
<b>Headteacher</b>	Mr Mark Joule
<b>Date of previous school inspection</b>	6 July 2007
<b>School address</b>	High Street Winsford Cheshire CW7 2AU
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at 54 parents' and 126 pupils' questionnaires. Inspectors also looked through school and subject improvement plans; school policies and procedures; and data and information about pupils' current performance. They scrutinised pupils' work in English and mathematics.

- the attainment and progress made by pupils in mathematics and science in Years 3 to 6 and in writing in Years 1 and 2, to determine whether pupils are making enough progress in these areas
- the attainment and progress of boys, more able pupils and pupils with special educational needs and/or disabilities to determine whether teaching is challenging enough and pupils were learning as well as they could
- pupils' personal development and well-being
- the quality of education provided for the youngest pupils in Reception.

## Information about the school

This is a much larger than average primary school serving the town of Winsford and surrounding areas. Almost all pupils are of White British heritage and none are at an early stage of learning English. The proportion of pupils eligible for free school meals is below average, but the social backgrounds of families is mixed. The proportion of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special education needs is more than double the national average. The school is resourced to cater for children with autistic spectrum conditions. An increasing proportion of pupils join the school during Key Stage 2. Provision for the Early Years Foundation Stage is in two Reception classes. The school runs a breakfast club each morning. The school has gained recognition for its work in several areas including the Inclusion Quality Mark, Basic Skills Quality Mark, National Healthy Schools, Sport England Accreditation and Arts Mark Gold award.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Winsford High Street is a satisfactory and improving school. Some aspects of its work are outstanding. These are pupils' understanding and practice of healthy lifestyles, their contribution to the school and wider community, the school's exemplary safeguarding arrangements and the excellent support, guidance and care for pupils. The quality of provision for pupils with autistic spectrum conditions is also outstanding. This is an inclusive school in which pupils enjoy their learning through a broad and balanced curriculum tailored to meet the needs of most pupils. The headteacher's ambitious vision is firmly embedded in the school and shared by highly motivated teachers and adults who work well as a team. Social and economic barriers to learning are broken down. The school is rightly well regarded in the community and by parents and it has a positive effect on families and children.

Pupils' academic achievement is satisfactory. Overall, standards have fallen since the last inspection although they remain broadly average. In the most recent teacher assessments, pupils at the end of Year 2 reached average standards in reading, writing and mathematics, but few pupils reached the higher Level 3. At the end of Year 6, pupils reached average standards in science, but results were below average in English and mathematics. The majority of pupils over time make satisfactory progress although this picture is improving. Scrutiny of pupils' current work and the school's detailed tracking data shows that learning and progress are accelerating and that many more pupils are making good progress. The current Year 6 appear to be on track to reach challenging targets at the end of this year, which would raise standards overall. Pupils with special educational needs and/or disabilities and pupils with statements make good progress, often better than expected progress, because of the excellent pastoral care and learning support they receive.

Teaching and learning are satisfactory with some good teaching in both key stages.

There is inconsistency in quality and sometimes teaching lacks challenge, especially for the more-able pupils. Marking is regular and celebrates pupils' success. Pupils regularly assess their own and others' work. However, there are often missed opportunities to give advice to pupils on how to improve and develop their work.

Pupils enjoy school and are proud of their community. Their spiritual, social, moral and cultural development is good. Older pupils are keen to contribute to the day-to-day running of the school, help the younger ones and add their voice to decisions about the school's active place in the local community. These positive outcomes in pupils' personal development are the result of a good, rich and stimulating curriculum with outstanding enrichment opportunities. Support for pupils' emotional development is

strong and the school works successfully to raise pupils' self-esteem and confidence. The school's capacity to improve is satisfactory. The school has succeeded in improving mathematics and science, but overall standards have fallen since the last inspection and pupils' achievement has been no better than satisfactory. There are early signs that the rate of learning is accelerating. The school's evaluations of its performance have not enabled it to identify underachievement and address it rapidly enough. The challenge for the school is to ensure that academic learning and progress match the good progress pupils make in their personal and social development.

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

- Ensure that throughout the school pupils' progress is consistently good or better by:
  - ensuring that the quality of teaching is consistently good
  - planning lessons that are challenging, especially for the more-able pupils
  - giving more guidance to pupils in teachers' marking to show them how they can improve their work.
- Sharpen management systems for evaluating critically the impact of teaching on learning and progress by:
  - improving the quality and impact of improvement planning so that measures of success are clear and underperforming aspects of the school are improved
  - simplifying and clarifying the school's system to track pupils' progress
  - ensuring that all teachers are accountable for the standards attained and for the progress of the pupils in their care.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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After a good start in the Reception classes pupils make satisfactory progress to reach average standards by the end of Year 6. Fewer than anticipated of the more able pupils reach the higher levels in both Years 2 and 6. The school has succeeded in narrowing the gap between the attainment of boys and girls. Lower attaining pupils and pupils with special educational needs and/or disabilities progress well. Pupils who join the school later in Key Stage 2 settle quickly and make satisfactory progress.

Most pupils have a positive attitude to learning. In lessons observed, behaviour was nearly always good and pupils were keen to participate, enjoying opportunities to assess their own and other's work. They work well in pairs and groups and especially enjoy investigating and finding out for themselves.

Pupils report that they feel safe and very well cared for in school. They have an excellent awareness of the importance of diet, exercise and hygiene. They put into practice the good advice they receive by taking vigorous exercise, participating in plenty

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

of sporting activities and choosing healthy snacks and lunches. The school deservedly holds the Healthy School and Activemark awards. Pupils behave well and respect their teachers and other adults who work in school. They are polite, friendly and courteous to visitors. They are well prepared for the future because their communication skills are well developed and the school curriculum promotes links with local business and industry so that pupils feel fully involved in their local community. Pupils have a good understanding of the differences and similarities of people from other cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### **How effective is the provision?**

Where teaching is at its best lessons are thoughtfully planned to provide a range of activities and tasks to meet pupils' needs. One music lesson observed was outstanding. However, some teaching lacks sufficient challenge so that sometimes more able pupils are not stretched sufficiently to reach the higher levels of which they are capable. Teachers have good subject knowledge but sometimes talk for too long, so that pupils are listening rather than actively learning. Relationships between teachers and pupils are good. Pupils behave well and say that they enjoy most of their lessons. Where teaching

<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.

is good it encourages independence, collaboration and effectively promotes speaking and listening. Information and communication technology (ICT) is used well to engage pupils' interest and support learning.

The curriculum meets the needs and interests of most pupils well. Provision for vulnerable pupils and those with special educational needs and/or disabilities is especially good, but this is not always the case for the more able who are not always sufficiently challenged. The personal, social and health curriculum is especially effective and contributes to the excellent outcomes in pupils' understanding of healthy lifestyles and their role as young and informed citizens. Pupils' enjoyment is enhanced by a wide range of enrichment opportunities which extend learning well beyond the classroom. Pupils speak enthusiastically of their visits to Anglesey and London. A very good range of partnerships with other local schools, colleges and businesses ensures that the outlook of pupils is broadened and that they develop a good knowledge about their local area, opportunities in education, industry and business.

The care, guidance and support offered to all pupils are outstanding. Parents speak highly of this aspect of the school's work. Vulnerable pupils and those with special educational needs are exceptionally well provided for. Inspection evidence shows that every avenue is explored in school to provide a safe, welcoming haven in which pupils can flourish. All staff have important relevant information so that they can contribute effectively to children's welfare and guidance. The school has effective systems to monitor attendance. This is average and sometimes negatively affected by parents taking their children on holiday during term time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?**

Leaders and managers at all levels are ambitious for the school and its pupils. They have created a safe and secure learning environment in which children enjoy their education. Outcomes in terms of pupils' personal development are good. Pupils are learning to become reliable and effective citizens of the future. However, academic outcomes have been less positive because the school has been less successful in tackling the underachievement of the more able pupils and ensuring that all pupils achieve well in the core subjects of English, mathematics and science. There are positive signs that this picture is improving and that standards are rising. Planning for improvement has not been sharp enough and judgements about the quality of teaching may have been too

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generous in some areas.

Safeguarding systems and procedures are exemplary and have the highest priority in school. Efficient systems are in place to manage the security and health and safety of pupils and adults. There are clear roles and responsibilities for all staff and governors. All agencies work together to safeguard and protect pupils and to respond to any concerns. Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated.

The school's effectiveness in promoting equality of opportunity is well illustrated in the way it has reduced the gap between girls' and boys' attainment. The next challenge is to ensure that the more able pupils reach their potential. The school holds the Inclusion Quality Mark and has an excellent track record of ensuring that less able and vulnerable pupils succeed.

Governors provide good support and satisfactory challenge. They fulfil all their statutory duties effectively and ensure that the school is well resourced. The school provides only satisfactory value for money because investment is not contributing to rising standards and good achievement for the more able pupils. Governors have a clear understanding of the school's many strengths, but a less detailed knowledge about pupils' progress and achievement.

The school makes a good contribution to the local and wider communities. It uses the curriculum well to broaden pupils' horizons about other cultures and lifestyles. It also plays an active part, through local partnerships with other schools and the local community, in promoting the opportunities for all young people in Winsford.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>3</b>

## Early Years Foundation Stage

Children start school with knowledge and skills that are below those typical for their age, especially in aspects of language, communication and mathematical development. They are warmly welcomed into this secure, friendly and stimulating environment and quickly settle into school routines. Good teaching and a very well planned range of activities effectively engage children's interest, ensuring that they make good progress in all areas of learning and reach the expected goals by the time they enter Year 1. However, on occasions, activities lack challenge because they do not always build sufficiently on what children already know and can do.

Children's personal, social and emotional development is promoted particularly well. Children become confident and independent at this early stage in their school life by working and playing together, taking turns and sharing resources sensibly. Effective questioning and many opportunities for discussion develop children's spoken language well, but adult intervention in role play activities is less well developed. There is a good balance between teacher-led activities and child-initiated ones and teaching assistants contribute effectively to children's learning.

The learning environment is attractive and stimulating with a very good range of quality resources to support learning. The outdoor area is used well throughout the day to extend children's learning experiences, but there is a lack of large equipment to promote their physical development and to fire their imaginations. Relationships are excellent, children really enjoy their learning and behave well at all times. Welfare requirements are securely in place and children are very well cared for.

Leadership and management are good. Staff work well as a team. They have a good knowledge of the children and give good support to every individual. The leader has made significant improvements to the Early Years Foundation Stage unit, not least in the detailed observations and assessment systems that track children's progress. Parents speak very positively about the setting. They appreciate the good quality information they receive and the varied workshops that help them to support their children's learning. They say that staff are very friendly and approachable and help their children to get a good start to their education.

*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

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

The very large majority of parents rate the school extremely highly. They especially appreciate the excellent care their children receive, the positive relationships between teachers and pupils and the wide range of extra-curricular activities. Typical comments include, 'I am immensely impressed with the school's extra-curricular activities' and 'I am full of nothing but praise for the staff at the school'. Many parents commented on how well the school is run. Parents of children with special educational needs were fulsome in their praise of the patience and dedication of the staff. A minority of parents felt that their children could learn more rapidly, either with more support in class or with more homework. Overall, parents' and carers' views reflect the inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Winsford High Street 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 inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 337 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	63	18	33	0	0	0	0
The school keeps my child safe	37	69	16	30	0	0	0	0
The school informs me about my child's progress	33	61	19	35	1	2	0	0
My child is making enough progress at this school	32	59	20	37	1	2	0	0
The teaching is good at this school	34	63	19	35	0	0	0	0
The school helps me to support my child's learning	35	65	17	31	1	2	0	0
The school helps my child to have a healthy lifestyle	31	57	21	39	1	2	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)	31	57	21	39	0	0	0	0
The school meets my child's particular needs	32	59	21	39	0	0	0	0
The school deals effectively with unacceptable behaviour	33	61	19	35	0	0	1	2
The school takes account of my suggestions and concerns	31	57	20	37	2	4	0	0
The school is led and managed effectively	33	61	17	31	1	2	0	0
Overall, I am happy with my child's experience at this school	36	67	17	31	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.

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## 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 Winsford High Street Community Primary School, Winsford, CW7 2AU

Thank you for making my colleagues and I welcome when we inspected your school recently. Your comments were very helpful as we gathered evidence for the inspection and we enjoyed meeting you. Please thank your parents for the many questionnaires they sent in for us and the comments they included.

We found that yours is a satisfactory school and that some of the school's work is outstanding. The school takes excellent care of you and makes sure that you are safe and well cared for at all times. You have an excellent understanding about how to be healthy and fit. You told us that you enjoy school, you clearly enjoy learning and all the extra activities that school provides. You are becoming positive and responsible citizens, behave well and are very involved in your local community.

Your progress in work is satisfactory. We are pleased that your work has improved in mathematics and science. Your standards overall are average, as they have been in recent years. They are not rising as fast as they might because teaching is not consistently the same. You learn best when lessons move at a good pace, you are involved in active learning and have the right level of challenge. We have asked the school to make sure that lessons demand the best from you at all times and that marking better tells you how to improve.

The headteacher, all the staff and the governors work hard and want the best for the school. We want them to make sure that your learning and progress match the good progress you make in your personal development. We have asked them to make sure that they check very closely on how well you are doing.

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