

# Winnington Park Community Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	111212
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	356879
<b>Inspection dates</b>	20–21 September 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Hill
<b>Headteacher</b>	Mrs C Norman
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Firdale Road Firdale Park Winnington CW8 4AZ
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## Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons, observing nine teachers and all classes. They also held meetings with governors, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 26 parents and carers, 89 pupils and 24 staff were scrutinised.

- Whether the dip in pupils' performance since the last inspection has been recovered across all areas of the school.
- How well the school uses assessment data and target setting for pupils to identify underachievement and provide challenge and support for learning.
- How well the curriculum and other actions to promote community cohesion are helping to develop pupils' understanding of, and contact with, the diversity of the world.

## Information about the school

Almost all pupils at this average sized primary school are of White British heritage, with a very few who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is broadly average. The proportion known to be eligible for a free school meal is broadly average. The school has several awards, including Healthy Schools, Activemark and the School Gardening award. The school has suffered significant staffing disruption since the last inspection.

There is an independently run before- and after-school club on site. This did not form part of the school inspection. A separate report of its effectiveness is available on the Ofsted website.

**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

Winnington Park Primary is a satisfactory school. It is improving after a dip in performance, following a period of lack of continuity in staffing. The school has some good features, notably pupils' good behaviour. The small number of parents and carers who returned the inspection survey is highly supportive of most aspects of its work.

Children get a good start to their learning in the Early Years Foundation Stage as a result of good teaching, welfare support, curriculum and leadership and management. Progress throughout the school has varied considerably since the last inspection, with evidence of underachievement in mathematics but very good progress in English. Overall attainment fell to low levels in 2008. As a result of concerted action by the headteacher and staff, the dip in attainment in 2008 has been overcome, with attainment now broadly average. Pupils' progress across the school is now at least satisfactory, and for pupils with special educational needs and/or disabilities, progress is good. The leadership and management of teaching and learning are satisfactory and recent changes are bringing about improvements. Staffing has been consolidated. The school's capacity for sustained improvement is, therefore, satisfactory. The school knows its strengths and weaknesses through its self-evaluation and leaders have devised appropriate plans for the future.

Whilst teaching and learning are satisfactory overall, challenge for the more-able, having a good match of activities to pupils' needs within lessons, and pupils' speaking, listening and writing skills all remain underdeveloped in some lessons. Good assessment and target setting within English have resulted in improved outcomes in this subject but this way of working has yet to be embedded fully within other subject areas. The curriculum is beginning to contribute to improved outcomes, especially in pupils' health and well-being. Pupils' spiritual, moral, social and cultural development is satisfactory overall, although their understanding of cultural differences is underdeveloped.

Most pupils clearly enjoy their time in school and most say they feel safe and valued. This is because of the good care, guidance and support they receive. Pupils take on many responsibilities in helping to run the school. Whilst the promotion of community cohesion is good at a local level, it is underdeveloped in a wider sense. Pupils' attendance is good. The development of skills to help pupils in the next stage of their learning is held back by their more limited literacy and numeracy skills.

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

- Improve pupils' learning and progress within Key Stages 1 and 2, by:

- getting a better match of activities in lessons to pupils' needs , especially that of the more-able
- developing pupils' speaking and listening skills further so that they are able to learn more effectively from adults and from each other in lessons
- further developing pupils' writing skills so that they can better communicate their learning.
- Broaden pupils' understanding of the richness of the wider world and their experience of it.
- Extend the good assessment and target setting practices evident within English to other subjects to better target underachievement and support learning.
- 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**

**3**

A programme of support and challenge, assisted by more stable staffing, is helping the school recover from a recent dip in standards and a decline in pupils' achievement. Pupils enter Year 1 with broadly average attainment. Past inadequate progress in mathematics and the low number of pupils achieving the higher levels in Year 6 are being tackled. In the best lessons, pupils are fully engaged and make good progress as a result of good teaching. Here, pupils work well together and respond to the good range of activities provided that meet their needs well. Learning and progress across the school are satisfactory overall.. This is improving, as good practice in English, where attainment and progress have been strongest, is beginning to be shared across the school. Some weaknesses remain, however, within writing. Attainment, by the time pupils leave the school, is broadly average and improving, although the number gaining higher grades is still below national expectations. School data and lesson observations show that the vast majority of pupils now make at least satisfactory progress. As a result, achievement is now satisfactory across the school. Pupils with special educational needs and/or disabilities make good progress, with some that is very good, as a result of the good support and guidance they receive. Those pupils who speak English as an additional language also make good progress.

Pupils say they are well looked after. Behaviour is good, and often very good, within the better lessons. Whilst many pupils exhibit good personal qualities, their abilities to listen and explain their own learning and their knowledge and understanding of the world are underdeveloped. As a result, the promotion of their future economic well-being is no better than satisfactory. Pupils have a good understanding of healthy lifestyles as a result of good links with the local sports partnership. Pupils also make a good contribution to the daily running of the school by taking on responsibilities as buddies and monitors. The school council is active but largely adult led. Local community involvement is good.

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

*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>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching is satisfactory across the school but improving, as staff new to the school or their roles develop more effective practice. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. The school has developed good assessment practice within English, and in the good lessons, the results of this clearly inform teaching and help teaching assistants to target support well. However, too many lessons lack this rigour. Activities are not as well matched to the needs of pupils and there is insufficient challenge for the more-able. There is frequently too much teacher-direction, with the result that progress slows and there is a loss of interest amongst some pupils. Speaking and listening skills are not well developed in many classes, so pupils miss opportunities to learn from each other and the adults within classrooms.

The curriculum is satisfactory. It is well planned, has a strong focus on literacy and numeracy. The school is increasingly developing a skills-based approach that is making learning more relevant and interesting to pupils. Considerable work has been

<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.

undertaken within mathematics and writing in response to identified needs within these areas and the impact on outcomes is beginning to be seen. Coverage of different world cultures is limited. There is a good range of extra-curricular clubs and activities, but these are not always taken up enthusiastically by all groups of pupils. Provision for the more-able and talented learners is being developed. The school has developed an extensive outdoor area, where pupils grow their own produce which is then used to support school meals. Information and communication technology is a growing strength of the school's provision, with pupils helping to create displays, newsletters and presentations of the school's activities.

Well organised arrangements for the care of pupils contribute to their good personal development and well-being. The school provides a welcoming environment for pupils and staff have created a delightfully warm, positive and calm atmosphere for learning. There is clearly targeted support for groups of potentially vulnerable pupils which has resulted in significant improvements for many, especially for those with special educational needs and/or disabilities. Regular meetings help track individual pupils' progress well. Transition arrangements into and out of the school are good. Monitoring and support for attendance is good. There is a programme of family learning provided by the school but this is not always well supported by the community.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The talented headteacher has responded well to the challenges of recent years, having stabilised staffing and begun a drive to establish greater consistency in the quality of teaching and learning across the school. This vision is shared by the staff and members of the governing body and there is a clear and well-coordinated drive towards improvement that is beginning to have an effect. Self-evaluation practices are shared across subject leaders, but some are newly in post and the regular monitoring of teaching has yet to be embedded effectively across the school. Despite this, the school has a clear understanding of its strengths and areas for future development and suitable plans in place to address these. Good assessment and target setting practices have been developed since the last inspection but are not yet fully effective across all areas of the school. As a result, the targeting of underachievement and support for learning is inconsistent across subjects. The promotion of equality of opportunity is satisfactory but the school is working hard towards narrowing the achievement gap between groups of

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

pupils. Discrimination is extremely rare and when encountered is dealt with well. The governing body members are very largely new in post but are supporting and challenging the school increasingly well. Safeguarding procedures are effective, with good practice being evident in site security. The school works well with other partners, including leading a group developing pupils' awareness of future vocational career paths. The school has a set of planned actions to address community cohesion, it recognises that pupils' understanding of the diversity of the modern world and their experience of it are, as yet, underdeveloped. The school communicates regularly with parents and carers through numerous meetings, newsletters and its website but recognises that it is not always effective in engaging with all groups of parents and carers.

*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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enter the nursery with variable knowledge, understanding and skills. They settle well and enjoy their learning because of the good care they receive and the warm, positive atmosphere. Children's needs and interests are quickly identified and there is a strong emphasis on developing their early writing and language skills. They make good progress, so that by the time they enter the Reception class their attainment is broadly in line with national expectations. Learning is well recorded by adults and good assessment practices ensure that children's development is tracked carefully. Teachers communicate this regularly to parents and carers, who are highly supportive of the provision the school provides. Children's good progress continues throughout the



Reception class as a result of the good teaching in an environment that caters well for their needs. Children leave the Early Years Foundation Stage able to play and work together well, having reached and in many cases gone beyond national expectations in most areas of learning. The teachers plan a wide range of activities with a good balance between those that they direct and those the children choose themselves. As a result, behaviour is often excellent. The outdoor area is well used, especially the garden, and staff have plans to develop this further. Leadership and management are effective, with safeguarding good, staff training up-to-date, and well thought out plans in evidence for driving further improvement.

*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**

The proportion of parents and carers who returned the questionnaires is low, but within this most are supportive of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. Inspectors support these views. A few feel that their children do not make sufficient progress, that the school does not deal effectively with poor behaviour and that they are not given sufficient help in supporting their child's learning. Inspection evidence indicates that these areas of the school's practice are at least satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Winnington Park Community Primary and Nursery 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	54	10	38	1	4	1	4
The school keeps my child safe	14	54	12	46	0	0	0	0
The school informs me about my child's progress	7	27	16	62	3	12	0	0
My child is making enough progress at this school	9	35	10	38	4	15	1	4
The teaching is good at this school	10	38	11	42	0	0	1	4
The school helps me to support my child's learning	12	46	9	35	3	12	1	4
The school helps my child to have a healthy lifestyle	13	50	10	38	1	4	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)	10	38	13	50	1	4	0	0
The school meets my child's particular needs	10	38	12	46	2	8	1	4
The school deals effectively with unacceptable behaviour	7	27	12	46	3	12	0	0
The school takes account of my suggestions and concerns	7	27	11	42	3	12	0	0
The school is led and managed effectively	11	42	12	46	1	4	1	4
Overall, I am happy with my child's experience at this school	12	46	11	42	1	4	1	4

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



Dear Pupils

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly proud of it.

Winnington Park is a satisfactory school. The headteacher, staff and governing body are helping the school to improve. You get a good start to your learning in the Nursery and Reception classes, and make good progress there because of the good teaching and support you receive. Your progress throughout the rest of the school is satisfactory but improving, and by the time you leave in Year 6 you reach broadly average standards. You say you enjoy school and feel safe and valued. Your behaviour is good, as is your attendance. Well done! You have a good understanding of what it means to lead a healthy lifestyle. Teaching is satisfactory, with much that is good. It has a clear focus on the important areas of English and mathematics. The care, guidance and support provided by the school are good, especially for those who find learning difficult. As a result, these pupils make good progress. We have asked the school to consider the following things that will help it to improve further.

- Make sure that all your lessons are at least good.
- Help you to understand the wider world and to increase your contact with it.
- Spread the good assessment practices used in English to other subjects, so that you have a clearer idea of how to make good progress in all areas of your learning.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best for the future.

Yours sincerely,

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