

Wistaston Green Primary and Nursery School

Moreton Road, Crewe, Cheshire, CW2 8QS

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all abilities make excellent progress through the school in English, mathematics and many other subjects. Standards are above average by time pupils leave school at the end of Year 6.
- Children in the Early Years Foundation Stage make an excellent start to their learning and are extremely well prepared for Year 1.
- The achievement of those pupils in receipt of the pupil premium is outstanding and they reach standards which are similar to their peers.
- Disabled pupils and those with special educational needs also make excellent progress from their starting points. They work with confidence and independence.
- Pupils read widely, write at length for many reasons and use information and communication technology (ICT) extremely well in many subjects. The school is exploring ways to bring the already good library and information resources in the Key Stage 2 building to those in Key Stage 1.
- The quality of teaching is outstanding. Teachers and highly-skilled teaching assistants make learning exciting and memorable. They inspire pupils to try hard and to think for themselves.
- Pupils' behaviour is exemplary and they feel safe. Their personal development and physical well-being is promoted extremely well through many high quality and challenging creative and sporting experiences.
- The headteacher's persistent drive and ambition for the school is fully complemented by the highly committed senior and subject leaders and very effective governing body. As a result, all aspects of school life, particularly pupils' achievement and the quality of teaching, have improved very well since the last inspection and are well placed to continue to do so.

Information about this inspection

- The inspectors observed 18 lessons including five joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read.
- Inspectors took account of 28 responses to the online questionnaire (Parent View), several discussions with parents and the outcomes from the school's consultations.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Jennifer Lawrence	Additional Inspector
Peter McKay	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are from White British families. There is an increasing number of pupils from Eastern European families.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- A significant number of pupils join the school in different year groups other than Nursery or Reception Years.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Bring the good quality library and information and communication technology resources in Key Stage 1 up to the very high standard in Key Stage 2.

Inspection judgements

The achievement of pupils

is outstanding

- Children start the Early Years Foundation Stage with skills and understanding which are generally well below those typical for their age. They make outstanding progress through the Early Years Foundation Stage in all areas of learning, especially their personal, social, number and communication skills. Children are eager to learn, inquisitive and increasingly self-assured.
- Pupils' achievement through the rest of the school is outstanding. They make excellent progress from their starting points to reach above average standards by Year 6, which is reflected in the Year 6 national tests and Year 2 assessments. Pupils are extremely well prepared for the next stage of their education.
- Disabled pupils and those who have special educational needs make outstanding progress from their starting points. In particular, they acquire good mastery of reading and writing skills, which enable them to tackle a wide range of subjects and succeed well.
- Pupils known to be eligible for free school meals make outstanding progress and the gap between their achievement and that of other pupils in the school is constantly reducing. They are very keen to succeed and they reach at least average standards.
- More-able pupils reach high standards and make excellent progress. They have very positive attitudes to learning and excellent skills for improving their own work which contributes extremely well to the progress they makes.
- Pupils read very fluently and widely. Pupils of all abilities tackle new and unfamiliar words very well because they develop a thorough understanding of letters and their sounds. They read with confidence, expression and enthusiasm.
- Pupils' writing skills are outstanding. There is a strong focus on ensuring accuracy in basic skills such as spelling and grammar and making imaginative use through, for example, scientific reports, scripts for animated stories using modern technologies, letters and leaflets.
- Pupils' mathematical skills are exceedingly well developed. They rapidly and securely develop good recall of number and use mental calculation facts to a high degree of accuracy. Pupils in Year 1, for instance, use an accurate mathematical vocabulary in explaining how they calculate the 'perimeter of a closed shape'.
- The pupils' speaking and listening skills are a significant strength of their learning. For example, pupils in Year 5 held a lively and well-informed debate on the superiority of ancient Athenian and Spartans. They make excellent use of information and communication technology (ICT) to plan and organise their contribution. The strong focus on communication skills throughout school contributes to the very good progress made by pupils with English as an additional language.
- Pupils' physical and creative skills are very well developed. They are competitive and agile in many team and other games. They independently use a wide range of different art media in their well-observed creative work.

The quality of teaching

is outstanding

- The classrooms, corridors and outdoor spaces are alive with vibrant, well-mounted displays of pupils' work and highly interesting learning activities. Teachers use puppets, drama, games, ICT and quick-fire quizzes very effectively to consistently hold pupils' attention and lead them into new skills and concepts. 'Learning walls', often created from the pupils' own work, act as points of reference and guidance.
- Teachers measure pupils' progress very accurately. They make excellent use of the information to set challenging work for all groups of learners. They frequently involve pupils fully in assessing their own success, working rapidly towards higher levels and constantly improving their own work. For example, in a Key Stage 2 physical education lesson on rugby pupils made very sensible decisions about the complexity and levels of physical difficulty they work at to achieve the best progress.

- Teachers make excellent links between subjects to make learning relevant and exciting. For example, work in history and geography often provides the basis to writing development and mathematical problem-solving.
- All staffs' expectations are very high. As a result, pupils are very independent, hard working and take pride in presenting their work well.
- The significant number of pupils who join the school at later stages than usual in their education are helped to meet these high expectations through additional and bespoke teaching. As a result, these pupils also make the best progress they can from their starting points during their time in the school. This individualised learning and a strong focus on communication skills also helps pupils with English as an additional language achieve extremely well.
- Teachers and teaching assistants ask very probing and open questions to deepen pupils' understanding and develop their thinking skills. Teaching assistants are extremely well deployed to provide support and challenge where it is most needed, particularly for those with a disability and those with special educational needs.
- Reading skills are taught extremely well because teachers increasingly promote pupils' understanding of letters and sounds through fast-paced work closely matched to pupils' ability, regardless of age. Pupils have many opportunities to read to others during the day. Although library and ICT resources are very good through school, they are better in the Key Stage 2 building and the school is aiming to bring those in Key Stage 1 to the same standard.
- Mathematical skills are very well developed through an excellent scheme of teaching which ensures pupils rapidly build a precise vocabulary alongside the retention of number facts and the use of problem-solving skills.
- Teachers make very good use of imaginative homework to practise and extend pupils' skills in many subjects.
- Teachers make outstanding use of the extensive outdoor areas for learning in many subject areas, such as creative, environmental and physical skills.

The behaviour and safety of pupils are outstanding

- The school is calm, friendly and very orderly. Pupils are extremely well behaved at all times. They listen very attentively to teachers and their peers. They move around the school with care and consideration for others.
- The school works very closely with parents of pupils who have social, emotional or behavioural concerns. These pupils make excellent progress in learning to manage their own behaviour. They are very well supported by the other pupils who are keen to offer all the assistance they can. Consequently, poor behaviour is very rare and there have been no exclusions.
- The school rigorously promotes attendance which is above average. Pupils are punctual. Many pupils attend activities before school starts, which make an excellent contribution to their learning and well-being.
- Pupils have an excellent understanding of different types of bullying, including cyber-bullying, and feel that very little goes on. They make a very good contribution to the maintenance of school rules through, for example, their roles as school councilors.
- The pupils respond extremely well to the strong moral and social guidance they receive. They develop very positive attitudes to life and learning through the teaching of common values and expectations. They have a very good understanding of moral and ethical issues through their studies on conservation, free trade and other global topics which they express extremely well in their art, ICT and written work.

The leadership and management are outstanding

- The headteacher's excellent vision for improving on the school's success is fully shared by all staff, governing body and parents. There is a continuous pursuit of high standards in every

aspect of the school's work. This is very evident in the excellent environment for learning and high quality policies, procedures and communication to parents and pupils.

- The headteacher, two assistant headteachers and other senior staff are excellent role models and highly skilled in observing teaching and setting targets to which teachers can aspire.
- Staff are held fully accountable for the progress pupils make and are subject to fulfilling stringent criteria to achieve the next salary level.
- The school receives appropriate, but challenging, 'light touch' support from the local authority and an independent consultant. The headteacher is a local lead headteacher and several members of staff take key roles in developing the quality of education in the area. In particular, they make a very good contribution to the development of training for new teachers, promoting pupils' physical education and well-being and programmes for personal and social development.
- A key factor in the significant improvements made since the last inspection is the school's commitment to providing rich and exciting learning opportunities. Subjects are interwoven through central themes and supported by a very wide range of residential and other visits in the United Kingdom and abroad. There are many sporting, artistic and musical clubs and events for all pupils to participate in and a clear policy for the effective use of new primary school sport funding.
- The school works closely with parents and keeps them fully informed through weekly diaries, newsletters and the school's website. As a result, parents rightly hold the school in high regard.
- The school tackles any issues of discrimination well, it promotes equality of opportunity very successfully and this contributes to the harmony within the community.
- **The governance of the school:**
 - The governing body is extremely well led and is very well informed through high-quality reports from the headteacher and the governors' own frequent systematic checks on the school's work. The governing body makes very good use of training opportunities and provides strong support to others. Governors make a full contribution to the life of the school through the time and skills many of its members bring. In particular, through ensuring that senior and subject leaders have time and opportunity to scrutinise the school's effectiveness and fulfil their responsibilities. They make sure that decisions about how to use available funds, such as the pupil premium, are rationale and successful. They effectively decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134998
Local authority	Cheshire East
Inspection number	422253

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair	Gary Douglas
Headteacher	Linda Davis
Date of previous school inspection	6 July 2011
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