

Winnington Park Community Primary and Nursery School

Firdale Road, Firdale Park, Winnington, Northwich, Cheshire ,CW8 4AZ

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' overall attainment at the end of Key Stage 1 is broadly average, and has improved since the last inspection. Their attainment at the end of Key Stage 2 has dramatically improved on previous years and is set to further improve this year.
- All pupils, including disabled pupils, those with special educational needs and those entitled to additional support through the pupil premium, make good progress in reading and writing and outstanding progress in mathematics.
- Teaching in the Early Years Foundation Stage is good. An above average proportion of children enter Year 1 with the skills and abilities which are expected for their age.
- The teaching of phonics (the link between letters and the sounds they make) is good and has improved year after year.
- The quality of teaching has improved since the previous inspection. Teachers set pupils interesting challenges in class and provide a curriculum that they find exciting and engaging.
- Pupils' behaviour is good. They enjoy coming to school and their attendance is well above average. They take pride in their work and their books are exceptionally well presented.
- Senior leaders are ambitious and have secured the support of all staff in taking the school forward to further improve the quality of teaching and standards for pupils.
- Governors are skilful and knowledgeable. They know what is expected of them and work effectively with the senior leadership team.
- The vast majority of parents are happy with the school's work and say that their children are safe and secure.

It is not yet an outstanding school because

- Pupils' grammar, spelling and punctuation are not as good as they should be.
- Not enough opportunities are available for pupils to improve their writing through practising and developing their skills in all subjects.
- The school's work to ensure the involvement of parents in helping it to improve their children's learning could be even better.
- Too few opportunities are provided for pupils to explore and learn about different cultures and traditions.

Information about this inspection

- Inspectors observed 11 lessons or parts of lessons, as well as the teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. Two observations were carried out jointly with the headteacher.
- Inspector listened to pupils read from Years 2, 3, 5 and 6, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately.
- Inspectors took into account 57 responses to the online questionnaire, Parent View, as well as 25 questionnaires completed by members of staff.
- A meeting took place with one of the school's consultants and a telephone conversation was held with a representative from the local authority School Improvement Service.
- A meeting was held with four governors, including the Chair and the Vice-Chair of the Governing Body.
- Various school documents were examined. These included: records of the school's checks on the quality of teaching, development plans, reports to the governing body, data on pupils' progress external evaluations of the school's work, the school's review of its own performance, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil-premium funding is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion who speaks English as an additional language.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection a newly qualified teacher has been employed and classroom refurbishments have taken place.
- A breakfast club and after-school service operates from the site, both of which are subject to a separate inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and in so doing raise levels of attainment, particularly in writing, by:
 - ensuring that teachers always thoroughly check pupils' grammar, spelling and punctuation and help them to improve in these areas
 - providing as many opportunities as possible for pupils to practise and refine their writing skills across all subjects.
- Further enhance work with parents to ensure their greater involvement in helping the school to improve their children's learning.
- Ensure that pupils have as many opportunities as possible to explore and learn about different cultures and traditions, and in so doing broaden their understanding of life in Britain today.

Inspection judgements

The achievement of pupils

is good

- Pupils' attainment has improved since the previous inspection. In Key Stage 1 it has improved at a faster rate than nationally over a period of several years. Attainment at the end of Key Stage 2 in 2013 improved significantly on the previous year, except in writing which was below average. However, inspection evidence and the school's own data show that writing is rapidly improving in most year groups and that good progress is being made throughout the school in all subjects.
- By the end of Year 6 pupils are on-track to attain at least average standards in reading and mathematics and close to average standards in writing.
- Children enter the nursery with different skills and abilities. However, the skills of the majority are below expected levels in communication, language and literacy and in personal and social development. Good teaching in a lively stimulating classrooms and outdoor learning areas by well-trained adults ensures that children make good progress through the Early Years Foundation Stage and enter Year 1 with skills and abilities expected for their age.
- Regular pupil progress meetings and careful monitoring of their performance enable teachers to identify any pupils who may be falling behind and to provide support through, for example, one-to-one and small group teaching activities when they are needed. As a result of this the performance of pupils from minority ethnic groups and those who speak English as an additional language is just as good as their class-mates, and boys' performance matches that of girls.
- Teaching assistants benefit from specialist training to help, for example, pupils to improve their phonic and calculation skills. As a result of this, disabled pupils and those with special educational needs make outstanding progress in some year groups from often very low starting points.
- The most able pupils are given increasingly challenging activities in class. Pupils with specific talents, in music for example, are encouraged to do well and given additional tuition. As a result of this pupils enjoy their learning and progress well.
- The performance of pupils entitled to support through the pupil premium, including those eligible for free school meals, is as good as their class-mates in most year groups. They are currently making outstanding progress in mathematics for example and are on-track to attain above average standards in reading by the end of Year 6.
- Pupils love reading. They enjoy books from a wide range of authors, and enjoy reading fact, fiction and comedy books. Less able readers have a love of reading too and persevere with even the most difficult of words by 'breaking them up and then putting them back together'.
- Even though writing is the school's main priority and is improving, there are too few opportunities for pupils to practise their writing skills in all subjects.

The quality of teaching

is good

- The quality of teaching has improved since the previous inspection. Teachers insist that pupils take care with the presentation of their work and provide them with tasks and activities which they find both interesting and challenging.
- The majority of pupils in all year groups know exactly how to improve their learning. This was exemplified in a Year 2 mathematics class where pupils in their various groups were making outstanding progress with adding together numbers in their column addition calculations. They were confident about what they were learning, knew how they could improve their work and were very skilled at assessing how well they had done in their calculations and 'maths challenges'.
- The way teachers organise their class rooms helps pupils to work and learn well together. Wall displays celebrate pupils' work and offer guidance, through number tables, wall charts and information about activities for different ability groups.
- Mathematics is taught well. Teachers say that the advice that they have been given on, for

example, getting pupils to enjoy mathematics and see its problem solving potential, has helped to improve their teaching.

- Pupils enjoy writing, especially when it is linked to a visit, or a school visitor. This was the case in a Year 1 English class where pupils were talking and writing about a recent visit from 'Dinosaur Mike'. Most pupils made good progress and produced short pieces of writing of high quality. One pupil was able to explain that 'Dinosaur Mike is a palaeontologist'.
- Teachers ensure that all pupils' work is marked and up to date. However, at times pupils' spelling, grammar and punctuation are not fully checked or corrected, and some pupils are not clear enough about, for example, the use of the apostrophe.
- Relationships between teachers and pupils are exceptionally strong. Teachers in Years 5 and 6, for example, encourage pupils to take a mature and sensible approach to the work and have increasingly high expectations as to what they can achieve. This has helped to ensure their good progress in all subjects this year.
- Teachers and teaching assistants plan and work exceptionally well together. The result of this, in the Early Years Foundation Stage for example, is that children start to enjoy learning and discovering new things from an early age.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They enjoy coming to school and their attendance is well above average. Pupils are exceptionally curious, and like to share their class work with visitors. They say that their friends, teachers and 'the learning' are the best things about their school.
- Pupils' behaviour in class is never less than good. They enjoy finding out new things with their class mates and take great pride in the presentation of their work. Pupils respect the school buildings and grounds, including the well-presented stories and art work on display in classrooms and corridors, and the many play areas around the school.
- Key Stage 2 pupils take on board their responsibilities as mentors and school councillors in earnest and are happy to ensure that no Key Stage 1 pupil is left alone during break times.
- Pupils are of the opinion that behaviour is good most of the time, but say that sometimes younger pupils find it difficult to maintain their concentration and 'stick to the rules'. Nevertheless, they are adamant that bullying is rare, and express great confidence in talking to any adult about any concerns that they may have. The school's behaviour log confirms that poor behaviour is rare.
- All staff, including mid-day supervisors and other non-teaching staff, are trained to use strategies to maintain good behaviour. Their skills and experience contribute to the calm and well-organised nature of the school.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of cyber-bullying and know that this can take place online, on mobile phones and through games consoles. They know how to avoid the potential dangers of using the internet and say that they would never give their personal details out to anyone while online and that they would always talk to a parent or member of staff if they were not sure about 'clicking on something'.
- Pupils know that nobody should be treated differently because of where they come from or what they believe in. Their knowledge of the impact of discriminatory behaviour and prejudice is still developing.
- Various visitors come to school to talk to pupils about the dangers of fire, the use of fireworks, road safety and safe cycling. All of this helps them to understand safe and unsafe situations as well as dangers and risks.

The leadership and management are good

- The school is well led and managed by an ambitious headteacher who works very effectively with her senior leadership team with the full support of all staff and the backing of the governing body. This, coupled with accurate plans and specialist support and advice, has helped to ensure that the quality of teaching and the performance of pupils have improved since the previous inspection.
- Middle managers, including subject leaders, work well together and have played an important role in improving outcomes for pupils. They do this through regular observations of teaching, checking on the quality of pupils' work and sharing with their colleagues what they have learned from observing practice in other schools.
- Regular pupil progress meetings enable teachers to identify any pupils who may be falling behind and tailor support to meet their specific needs. Their performance targets are precise and linked directly to raising levels of achievement for pupils in all year groups.
- Most aspects of pupils' spiritual, moral, social and cultural development are good. Pupils are kind to each other, enjoy 'friendship week', and benefit from excellent cultural opportunities. During the inspection many Key Stage 2 pupils had the opportunity to watch the Halle Orchestra perform and demonstrate their musical skills in front of thousands of people. However, their knowledge of various faiths and traditions is less strong, as is their understanding of life in Britain today.
- Many opportunities are provided for pupils to engage in extra-curricular activities. These range from homework clubs to football, athletics and dodge-ball.
- There is a very positive relationship between the school and parents, as evidenced through their high attendance at recent reading and phonics meetings. However, opportunities are missed to further harness this support to enable parents to help the school to further improve pupils' learning.
- Mathematics and reading are taught well in other subjects. The teaching of writing has improved this year, but there are missed opportunities to help pupils to develop their writing skills across the curriculum.
- The school has been supported by specialist consultants and the local authority to review the quality of teaching and learning, improve the quality of mathematics and English teaching and help members of staff to use data on pupils' performance more effectively.
- **The governance of the school:**
 - Governors know where the school's strengths lie and are well aware of the need to further improve the quality of pupils' writing. They work very well together and hold senior leaders to account. Governors know that the quality of teaching is good because they spend time in school talking to both teachers and pupils. They ensure that all members of staff are held to account through the targets they are set as part of the arrangements to check their performance management and regular observations of their teaching.
 - Governors keep themselves abreast of new developments in education through their regular training, attendance at conferences and their links to various governors' forums. They know exactly how pupil-premium funding is spent, and that the small-group teaching activities and after-school clubs that eligible pupils participate in have helped to ensure that their achievement is just as good as their fellow class-mates. Governors' good skills and knowledge help them to manage the school well. These have helped them to, for example, ensure that the primary sports fund is spent well to enhance the range of sporting activities available to pupils, and further develop the skills of teachers in teaching sports and physical education.

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	111212
Local authority	Cheshire West and Chester
Inspection number	442406

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	223
Appropriate authority	The governing body
Chair	Louise Wade
Headteacher	Jane Dale
Date of previous school inspection	27 November 2012
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