

# Wistaston Green Primary and Nursery School

## Inspection report

---

|                                |                |
|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 134998         |
| <b>Local Authority</b>         | Cheshire East  |
| <b>Inspection number</b>       | 332168         |
| <b>Inspection dates</b>        | 1–2 July 2009  |
| <b>Reporting inspector</b>     | Peter Toft HMI |

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

|  |  |
|--|--|
| <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 on roll</b>  |  |
| School (total)   | 342  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                           |
| <b>Chair</b>   | Mrs Margaret Gill                            |
| <b>Headteacher</b>   | Ms Linda Davis                               |
| <b>Date of previous school inspection</b>  | 17 September 2008                            |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                     |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                     |
| <b>School address</b>  | Moreton Road<br>Crewe<br>Cheshire<br>CW2 8QS |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 3–11          |
| <b>Inspection dates</b>  | 1–2 July 2009 |
| <b>Inspection number</b> | 332168        |

**Telephone number**  
**Fax number**

01270 685666  
01270 650571

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 3-11          |
| <b>Inspection dates</b>  | 1-2 July 2009 |
| <b>Inspection number</b> | 332168        |

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

This large school serves an urban area on the outskirts of Crewe. Most pupils are of White British heritage and a small number are from a range of minority ethnic groups. All speak English as their first language. The proportion of pupils eligible for free school meals is well above the national average. The proportion of those with learning difficulties and/or disabilities is also well above the national average, though the proportion with a statement of special educational needs is slightly below average. Provision for the Early Years Foundation Stage is made in Nursery and Reception classes.

The school was found to be in need of special measures during its last inspection in September 2008. It was failing to give pupils an acceptable standard of education and the persons responsible for leading and managing the school were not demonstrating the capacity to secure the necessary improvement.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

This is a good and rapidly improving school. Given its recent and well-led development, the high morale and professional skill of staff and their strong commitment to continuing improvement, and the school's very clear procedures for evaluating and managing its performance, it has a good capacity for further improvement. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school has been through a transformation since its last inspection. This has been led by the outstandingly effective headteacher and deputy headteacher, well supported by a strengthened governing body and specialist officers from the local authority. A spirit of cooperation has been cultivated among staff and their morale is high. Middle leaders are very effective in overseeing and managing within their areas of responsibility. The teachers and teaching assistants are conscientious and highly effective in their determination to secure pupils' progress. They have had excellent support to develop their skills within the school. Teaching in the vast majority of lessons seen was good or outstanding and none was inadequate. Marking is carried out thoroughly by all teachers.

Standards of attainment have risen significantly in the last year. Assessments show that they are now very close to average in Key Stage 1. The school's assessments, supported by inspection observations, indicate that standards are rising rapidly towards average in each of the older year groups. However, standards in the current Year 6 remain below average, but less so than in the past. Given the very low attainment of most pupils when they enter the school, this shows that most pupils are now making good progress. The school is far from complacent, however. It has appropriately high ambitions to raise standards further, especially in English, mathematics and science. The curriculum is broad, balanced and well enriched by additional activities. Its most striking feature is the highly personalised timetabling to meet the specific needs of a number of pupils. This has helped the school to overcome the severe behavioural problems experienced in the past. Given the improvements to the school's teaching, curriculum and motivation of pupils, personal development and behaviour are now good. Despite this, there is scope for more intensive work with the youngest children, given that many enter the school with very poor social skills. Pupils get on well with each other, though some of the older pupils still need close supervision to ensure that this continues. The school gives good levels of care, guidance and support. It carries out diligently its duties for the safeguarding of children. The pupils rightly say that they feel safe and secure when in the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with weaknesses in all areas of learning, particularly so in speaking, listening, personal and social skills. With the help of their parents and staff, they quickly become engrossed in activities and accustomed to class routines. Their personal development is promoted well. Good, engaging lessons in the Reception classes build very well on the progress started in the Nursery. In Reception, direct teaching and small-group activities enable key skills to be taught effectively. This was evident when children learned to recognise rhymes from 'Humpty Dumpty' using the interactive whiteboard and also when a teacher and children took part in enjoyable role-play, complete with binoculars and maps, to explore the jungle which had been built in the classroom. The teacher used language very clearly and precisely, extending children's

vocabulary and their creative thinking as they began to explore this jungle. Overall, children make good progress, although, when they leave Reception, their skills in communication, language, literacy and creative development are still below the levels expected. The coordinator of the Early Years Foundation Stage provides good leadership. This has led, for example, to the development of accurate assessment and tracking procedures. These show staff clearly how well children are learning and what teachers and other adults need to do to help them make further progress. The curriculum and classroom organisation in Reception have been improved. Children now spend enough time learning outside. An increased use of a variety of small focused group work suits the age and maturity of the children well and contributes to the good progress they now make.

The Nursery building is separate from, though close to, the Reception classrooms. The separation inhibits liaison between staff in this key stage. The Nursery building is due to be redeveloped this summer, giving the school the opportunity to link both areas with a shared outdoor space. This is intended to improve the confidence of children as they move from Nursery to Reception and make it easier for the coordinator to share ideas, planning and staffing efficiently.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science.
- Ensure that the refurbished accommodation for the Early Years Foundation Stage is enclosed to enable greater movement, flexibility and management of planned activities between the Nursery and Reception classes.
- Ensure that good behaviour is maintained.

## **Achievement and standards**

### **Grade: 2**

When children enter Nursery their skills are very low, especially in personal development and in language. Their personal development, in particular, is promoted well by the adults in Nursery but their skills are still well below average when they join Reception. They make good progress in Reception because they are taught well and are provided with a lot of opportunities to talk to each other and to staff, to read and enjoy books and to begin early number and writing activities. Due to this good provision, children's understanding of number and their personal and social skills are almost at the average level for their age. However, few children fully meet the expectations for their age in reading, writing or creative development. The recent improvement in school leadership and the appointment of new teachers have helped to raise the aspirations of staff and pupils. The outcome of this rise is very clear, for example, in Year 2. These pupils entered Year 1 with well below average standards. Their progress through Years 1 and 2 has been rapid due to good quality teaching and improved assessment and tracking procedures. This year, standards by the end of Year 2 are average in reading, writing and mathematics. This marks a significant improvement on previous years.

Standards in Year 6 have risen but remain below average. This year group had a large backlog of underachievement to overcome and pupils' learning was, in the past, hampered severely by the disruptive behaviour of a few pupils. However, the school's tracking system, inspection evidence and a scrutiny of pupils' books show that pupils in Year 5 are on track to achieve standards that, although still below average, are considerably higher than in previous years. Their current progress is good. Progress in all year groups is being accelerated because teachers, ably supported by teaching assistants and the learning mentor, plan and deliver interesting, creative lessons and learning experiences which motivate and challenge pupils to learn. In Year

2, for example, pupils were very excited about meeting up with pupils from other local schools and taking part with them in social and learning activities.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being, including spiritual, moral, social and cultural development, are good overall. Pupils are friendly, courteous and helpful. Behaviour is good. It has improved because of the consistently applied behaviour policy and the high level of support given by the learning mentor and the teaching assistants. Pupils themselves say, 'Behaviour is much better now. I really like the 'traffic light system'. It works because we hardly use it any more.' Positive behaviour is encouraged at lunchtimes by an invitation to dine at the 'Golden Table'. Healthy lifestyles and fitness are promoted well by the extensive physical education programme. This includes, for example, circuit training for the older pupils. Pupils understand about healthy eating and know that, for example, 'Dairy products are full of calcium and are good for your bones.' Most pupils say that they feel safe in school and would know whom to turn to if they were bullied. However, some of the younger pupils report bullying by a few older pupils, despite the considerable efforts the staff make to prevent this. Pupils say they enjoy their lessons and that teachers make learning fun. Pupils have opportunities to take on responsibility through the active school council, play leaders and 'spotters'. The 'spotters' check the behaviour of the pupils in their class during assembly and nominate a well behaved pupil to lead the class out of the hall. Pupils are satisfactorily prepared for the next stage of learning and this is linked to their attainment in basic skills. Interactive, well-planned assemblies contribute to the good personal development and well-being of pupils. Attendance is average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching has improved significantly since the last inspection. It is now having a good impact on pupils' learning in lessons. However, it is too early for its full impact to be evident in pupils' progress and the standards they attain over longer periods of time. Good teaching is now the norm and sometimes teaching is outstanding. Typically, lessons have common features that are consistently applied throughout the school. Planning is meticulous and detailed including a 'Learning Analysis' which takes account of pupils' prior knowledge and experience. Work is well matched to the abilities of all pupils, including those with learning difficulties and/or disabilities. Harmonious relationships based on mutual respect help to develop pupils' self-esteem and contribute to their positive attitudes to learning. A striking feature of lessons is the way they are divided into short sections. This helps to keep the pupils motivated and engaged, as they are actively involved in a variety of tasks. Teachers take account of the different ways in which pupils learn and ensure that lessons include an appropriate range of activities to involve all. Pupils are encouraged to work harmoniously together through the development of cooperative learning strategies. The interactive whiteboards are used well to promote thinking skills and to consolidate learning. Teaching assistants are deployed effectively and work in partnership with teachers to support pupils' learning. Although marking is carried out consistently throughout the school, and is often congratulatory, it does not always inform pupils sufficiently about how they can improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The planning of lessons and units of work is outstanding. The curriculum has improved considerably since the last inspection, and the school has appropriate intentions and a very good capacity to develop it further. It is very well organised and staff with responsibilities to monitor, manage and improve provision do so very well and with the strong support of senior leaders. Pupils study a broad and balanced range of subjects and activities, and their levels of enjoyment are high. The basic skills of literacy and numeracy are carefully planned to secure progressive learning as pupils move up the school; both what they learn and the progress they make are carefully checked. The National Curriculum is properly covered. The school teaches a wide range of academic subjects as well as areas that promote pupils' spiritual, moral social and cultural development, and an insight into how to live safely and healthily. A particularly strong feature of the curriculum is the careful way in which it has been personalised, especially to suit those pupils who, in the past, found classroom learning difficult or unpalatable. This has had a considerable impact on their motivation and progress, and it underlies the impressive improvement in pupils' behaviour during the last year. Pupils with learning difficulties and/or disabilities are served very well by the curriculum. A good range of extra-curricular activities is provided. The enrichment activities observed during the inspection, carried out at the local tertiary college, were outstanding in their breadth and their impact on the pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good with some outstanding features. Outstanding support is given to pupils with learning difficulties and/or disabilities, to those with behavioural difficulties, and to those who are vulnerable. Easily understood 'individual education plans' and 'behaviour plans' are followed and are regularly reviewed to ensure that progress is being made. Highly skilled teaching assistants are well deployed to deliver a wide range of intervention strategies, including individualised support. Provision is mapped and carefully managed by the dedicated coordinator for pupils with additional learning needs. Personalised timetables are in place for pupils with behavioural and emotional needs. These are clearly helping this group of pupils and have led to a dramatic decrease in exclusions. The learning mentor and the behavioural specialist teaching assistant provide a range of effective ways to help pupils develop self-discipline and consideration for others. The school uses a range of effective ways to secure better attendance. Safeguarding procedures meet statutory requirements. Health and safety procedures, including risk assessments, are in place. The school works hard to engage parents through a range of family learning activities and social events, for example, 'Stay and Play' in the Early Years Foundation Stage and the 'Grandparents Lunch'. Peer assessment and self-assessment are being developed in lessons. Teachers keep photographic evidence of physical education and art lessons so that they can track pupils' progress in these subjects.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy headteacher provide outstandingly effective leadership and management. This has been the root cause of the school's recent transformation and its

continuing improvement. This senior team, ably supported by highly effective middle leaders, has enabled the school to form a clear view of how effective it needs to become and to work well to secure this improvement. After a period of significant change to staffing, the school now has a team of very capable teaching and non-teaching staff. They work together very cooperatively and share high ambitions for future improvement. Morale is high. This has been helped by careful diagnoses of staff development needs and good provision of training and experience to meet them. Planning is outstandingly good for both the overall management of the school and the classroom teaching. The performance of pupils and staff is closely monitored. All pupils, including those with specific needs or challenging behaviour, are fully included in the life of the school. The school makes a satisfactory contribution to the promotion of social cohesion: though pupils have a good understanding of the local community, they are less well informed about the wide range of cultures in the country at large. One excellent feature of the school's performance management is the close way in which the evaluation of teachers and managers is based on the progress that pupils make. Self-evaluation is thorough and rooted in a close analysis of accurate information. Classroom management is very good, often outstanding.

The school works very effectively with a wide range of external partners to strengthen the education it provides. It works especially well with the local authority, which has given good and authoritative support. This has clearly helped the school to improve. The governing body is going through a first-rate programme of development and training. This has been led by governors with considerable experience in educational management, strongly supported by specialists within the local authority. The procedures and committee work of the governors are more systematic. The governing body now works efficiently and effectively in setting the direction of the school and in monitoring its effectiveness. It is helped to do this by the provision of accurate information on the performance of the school by senior and middle managers. It provides strong links with the local community. Governance is now good and has the clear capability to improve further. The recent transformation of the school has been helped considerably by major changes in its staffing. This, together with a fall in the number of pupils on roll, led to a large budget deficit. The school has worked assiduously to cut its costs while maintaining quality of provision. This has significantly reduced the deficit and the school is now working with the local authority to resolve this issue. The school gives satisfactory value for money. Excellent use is made of the extensive grounds and premises to enrich the curriculum. The management of resources and premises is very good. Day-to-day running is excellent and the school runs very smoothly.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress                           | 2 |

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 1   |
| How well does the school contribute to community cohesion?   | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I promised to let you know what we thought of your school after our recent inspection.

- Wistaston Green is a good school. It has improved a great deal in the last year.
- The school is managed very well by senior staff and governors. They are always looking for ways to make the school better for you and I do hope that you appreciate this.
- Most of you behave well and enjoy the very interesting lessons and activities.
- You cooperate very well with each other and the staff.
- Teachers are very skilful and hardworking. They go to great lengths to ensure that you understand and make good progress. They mark your work regularly.
- You are working harder and doing much better in your work and tests than in the past. However, most of you could do even better in English, mathematics and science and I would like you to try even harder to do this.
- The range of subjects and activities you can study is very wide.
- The school has wonderful buildings and playing areas. The facilities for the very youngest children are to be improved soon.
- You have good opportunities to grow up as sensible and considerate young people. You will find this very helpful to you when you go to high school.

To help the school to improve even more I have asked the headteacher and governors to:

- improve standards in English, mathematics and science
- improve facilities for the children in Nursery and Reception to help the teachers plan for closer cooperation between these two year groups
- ensure that your behaviour continues to be good.

I wish you all the very best for your future learning at Wistaston Green.