

Wincham Community Primary School

Inspection report

Unique Reference Number	111160
Local authority	Cheshire West and Chester
Inspection number	356871
Inspection dates	19–20 January 2011
Reporting inspector	Denise Shields

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	254
Appropriate authority	The governing body
Chair	Alison Dunabin
Headteacher	Diane Palin
Date of previous school inspection	19 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 15 lessons or part-lessons and these included the observation of 11 teachers. Meetings were held with staff, groups of pupils, members of the governing body, and parents and carers. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and the 127 questionnaires returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Whether pupils' attainment is high enough in writing.
- How well children in the Early Years Foundation Stage develop their skills, in all areas of learning and in the outdoor environment.
- How aware pupils are of diversity in British society and the extent of their understanding of wider global issues.

Information about the school

This is a slightly larger than average-sized primary school. The number of pupils on roll is lower than at the time of the previous inspection. Most pupils are of White British heritage. A below average proportion of pupils are assessed as having special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is well below average. The school has Extended Schools status. It provides accommodation for privately managed pre-school and out-of-school childcare which did not form part of this inspection. The school holds Investors in People and Healthy Schools status and has gained the Eco School Bronze and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Leaders and managers, including the knowledgeable governing body, are highly effective. Almost all aspects of leadership and management are outstanding and this is a major factor in the success of the school. There is a very firm focus on securing the best possible experiences for all pupils to promote their academic, personal and social skills. Self-evaluation is exemplary and robustly links to and drives future development planning. Priorities for improvement are sharply focused and rigorously pursued. The impact of actions taken to tackle key priorities is carefully evaluated. Since the previous inspection, almost every aspect of the school's work has improved and the areas identified for improvement have been successfully addressed. As a result, the school demonstrates an outstanding capacity for sustained improvement.

Outstanding care, guidance and support are at the heart of everything the school does. Consequently, from the Nursery onwards pupils feel extremely safe, are happy and demonstrate an excellent understanding of healthy lifestyles. Every element of pupils' personal development is outstanding. For example, spiritual, moral, social and cultural development is excellent overall. Pupils make an exceptional contribution to the school, and to their immediate and global communities. Pupils' behaviour is outstanding, both in lessons and around the school. A typical view reported by the overwhelming majority of pupils is, 'This is a very friendly school and we are very proud of it.'

Children in the Early Years Foundation Stage have a good start to their education. Activities are well organised and children enjoy learning and achieve well. However, when children transfer from the Nursery to Reception, adults do not discuss the assessments of children's achievements in sufficient depth. Consequently, they are not always clear about what each child knows, understands and can do, and this reduces the effectiveness of planning the next steps in learning.

Overwhelmingly, pupils say they thoroughly enjoy learning and the extensive range of activities beyond lessons. The outstanding curriculum is rich and meaningful for pupils. There are plentiful opportunities for pupils to practise and enhance their basic skills in a wide range of subjects. This, together with teaching that is never less than good and is frequently outstanding, ensures that all pupils make outstanding progress during their time at Wincham. By the end of Year 6, pupils' attainment is high in English and mathematics. This represents outstanding achievement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, ensure that when children transfer to the Reception class, all adults have a clear and accurate understanding of the skills children have achieved during their time in the Nursery.

Outcomes for individuals and groups of pupils

1

Overwhelmingly pupils say they like school and that their lessons are fun. Most pupils are extremely well motivated, concentrate on their tasks and are very keen to succeed in all aspects of school life. Almost all pupils work enthusiastically with a partner or in groups and this is helping them to become confident and mature learners. Behaviour is exemplary. Nearly all pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their achievement and enjoyment of learning.

Children enter Nursery typically with skills that are in line with those expected for their age, with a small minority above. Pupils' learning and progress are never less than good and are frequently outstanding because of the high quality teaching they receive. Tasks and activities are very well matched to pupils' interests, needs and abilities. As a consequence, their enthusiasm and enjoyment of learning is high. Pupils with special educational needs and/or disabilities make outstanding progress because of the sensitive and effective guidance they receive from all adults who help them. Taking account of children's starting points on entry to the Nursery class and pupils' differing needs and abilities, achievement for all pupils is outstanding.

All pupils willingly undertake responsibilities, such as being mentors and 'fun friends'. These roles in particular help others to develop their confidence and social skills. The extensive range of opportunities afforded to pupils ensures that they have an excellent understanding of ethical and environmental issues. Older pupils frequently act as ambassadors for the school. Pupils state very confidently that their views are listened to and acted upon and that they are able to contribute to the school's improvement. Pupils' awareness of their school, immediate locality and global issues is developed exceptionally well; however, their understanding of different communities within the United Kingdom is not quite as strong. Pupils' high standards in English and mathematics, their extremely strong personal and social skills and high rates of attendance give them an excellent basis for their future learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers capture pupils' attention through their imaginative use of very well chosen resources. Unanimously, pupils comment that these help them to learn more rapidly. Very carefully tailored questioning is extremely effective and makes pupils think more deeply about their learning. In almost all lessons, the interactive whiteboard is used very effectively to involve pupils and enhance their learning. Many opportunities are provided for pupils to work in pairs and small groups; this successfully promotes speaking, listening and cooperation. Almost all lessons are lively and adults use praise well to build pupils' confidence and esteem. Just occasionally teachers talk for too long and so pupils' enjoyment of learning slips. Teachers' planning makes very effective use of high quality assessment information to ensure that the needs and abilities of all groups are met. Pupils say that their learning targets and oral feedback from their teachers help them to understand how well they are doing and how to improve their work.

The curriculum is stimulating and very carefully organised to suit the learning, physical and emotional needs of all pupils, including those with special educational needs and/or disabilities and those with particular gifts and talents. A notable strength is the very wide range of opportunities pupils have to practise their literacy, numeracy and information and communication technology (ICT) skills. This allows all pupils to achieve exceptionally well academically and in their personal and social development too. The extensive range of activities beyond lessons is greatly enjoyed by pupils.

Pupils benefit from exceptionally high quality care, guidance and support. There is extremely effective support for pupils with special educational needs and/or disabilities resulting in their increased motivation and greater access to the curriculum. Adults know pupils extremely well. Without exception, pupils say there is an adult to turn to for help if they are sad or troubled. Arrangements to help children settle into the Nursery class and for pupils to move from year group to year group and then on to secondary school are very well organised.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides astute and determined leadership. Her commitment to the school is shared by all who work there. Morale is very high. Senior and middle leaders and managers are extremely capable. Systems to monitor and evaluate the school's work and to track pupils' progress are very detailed and robust. Consequently, everyone has a very clear picture of the school's performance and what needs to be done to secure improvement. When concerns are highlighted, rapid and highly effective action is taken to address them. For instance, the school recognised that attainment in writing was not quite as high as that in reading and mathematics. Clear and successful initiatives introduced to deal with this have been very effective, including training for teachers and the introduction of additional methods to teach the subject. In all classes attainment has risen and achievement has improved.

The governing body has an excellent overview of the school because its members monitor the quality of provision very well through a clear committee structure. They are fully involved in shaping the future direction of the school and help to set aspirational targets to raise pupils' attainment; these are met and sometimes exceeded. The school complies with statutory requirements for safeguarding, health and safety, and child protection. The governing body ensures the school has excellent quality assurance and risk assessment procedures. Safeguarding arrangements are rigorous and permeate all aspects of school life. They are particularly well integrated into the curriculum and so pupils have an excellent awareness of how to keep themselves safe.

Relationships with most parents and carers are good. Many parents and carers are active partners in their children's learning and in the life of the school. Excellent arrangements promote equal opportunity and help the school to ensure no groups are subject to discrimination or achieve less well than others. As a result, the school is a very happy, harmonious community in which to work and learn. The numerous very positive views expressed by pupils, staff, and parents and carers confirm this. The headteacher and staff have built extremely good relationships with members of the immediate area and with global communities. Opportunities to forge links with wider national communities are increasing. Excellent partnerships, particularly with other schools and external agencies, help to raise the quality of pupils' learning and support their well-being.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good links with parents and carers and the pre-school facility ensure children settle quickly to school routines. As a result of good teaching and learning, children make good progress. By the time they enter Year 1, almost all children are working above the expected levels for their age, with a small minority well above. Indoors and outside, planned activities contribute to all areas of learning and provide a good balance between those activities that children can choose for themselves and those led by an adult. Relationships are very strong and children are eager to join in all activities and enjoy learning. Children's behaviour is excellent. They play happily together, sustain concentration for long periods and quickly learn to take responsibility for tasks, such as tidying up. All the cheerful learning areas have an excellent range of resources. Most of the time these are used well, but occasionally the range is not used to maximum effect to enhance children's learning further. Children are safe and extremely well cared for and all welfare procedures are in place. The leadership and management of the Early Years Foundation Stage is good. Since the previous inspection, good improvements have been made and there are suitable plans to develop the phase further. Careful assessments of children's achievements are made. However, arrangements for staff to share and discuss this information before children move from Nursery to Reception are underdeveloped. This reduces the effectiveness of planning the next steps in children's learning because the Reception staff are not fully aware of the extent of children's skills and where gaps exist.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

Inspectors received an above-average response to the inspection questionnaire. Most of the parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A few parents and carers consider that the school does not meet their child's particular needs nor help them support their children's learning and take their suggestions and concerns fully into account. Through their extensive review of the school's records, observations and discussions with pupils and staff, the inspectors found the school has efficient systems for seeking and acting upon parents' and carers' views and for providing information to help them support their children's learning. They also found the school

has excellent arrangements to meet all pupils' particular needs. A few parents and carers expressed the view that the school does not inform them about their children's progress and that their children do not make enough progress. Inspectors found there are plentiful opportunities for parents and carers to discuss their children's progress. Inspection evidence indicates that all groups of pupils make outstanding progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wincham 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	59	51	40	1	1	0	0
The school keeps my child safe	77	61	47	37	2	2	0	0
The school informs me about my child's progress	46	36	63	50	15	12	1	1
My child is making enough progress at this school	52	41	59	46	12	9	2	2
The teaching is good at this school	61	48	56	44	4	3	0	0
The school helps me to support my child's learning	52	41	58	46	13	10	1	1
The school helps my child to have a healthy lifestyle	56	44	64	50	3	2	1	1
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)	51	40	61	48	4	3	0	0
The school meets my child's particular needs	58	46	56	44	9	7	0	0
The school deals effectively with unacceptable behaviour	53	42	57	45	5	4	1	1
The school takes account of my suggestions and concerns	49	39	54	43	10	8	1	1
The school is led and managed effectively	64	50	48	38	4	3	0	0
Overall, I am happy with my child's experience at this school	68	54	48	38	4	3	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 is for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 January 2011

Dear Pupils

Inspection of Wincham Community Primary School, Northwich, CW9 6EP

Thank you for helping with the inspection of your school. You were all very friendly and helpful and your views and those of your parents or carers helped the inspection team to come to the judgement that your school is outstanding. These are some of the things with which we were really impressed.

- You all behave extremely well, look after each other and take very good care of school equipment and the classrooms.
- You try really hard in your lessons and enjoy learning new things.
- You told us that your teachers make lessons interesting and great fun and the work they give you is just right for you. We agree. As a result, you all make excellent progress and your achievement by the time you leave at the end of Year 6 is outstanding.
- You get many chances to develop your skills and talents and those of you who sometimes find learning more difficult have lots of really good support and help.
- You told us that all the adults care for you tremendously well and this helps you to feel extremely safe and happy at school. We agree.
- Children get a good start to their education in the Nursery and Reception classes and learn lots of new things. Plenty of information is gathered about what children achieve but this is not discussed enough before children move to Reception. We have asked your school to ensure that adults talk a great deal more about what children have learnt.
- Your headteacher, other staff and governors know the school very well and they are excellent at finding ways to make your school even better.

Thank you again for helping with the inspection. Please keep trying your best at all times.

Yours sincerely

Mrs Denise Shields
Lead inspector

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