

St Winefride's Catholic Primary School

Mellock Lane, Little Neston, Neston, Cheshire, CH64 9RW

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	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.

- Throughout the school, all pupils and pupil groups achieve well and make good progress in their learning.
- The quality of teaching in all classes is consistently at least good and at times, outstanding. Teachers have high expectations of their pupils.
- Pupils' behaviour in lessons is always good. They work well together.
- The school is a secure, safe and happy environment in which pupils are cared for well by all adults. Parents and pupils agree that pupils feel safe.
- The stimulating curriculum provides very well for pupils' spiritual, moral, social and cultural development.
- There are many exciting opportunities for pupils to use their reading, writing and mathematical skills in a range of different subjects.
- In this improving school, the leadership has the resolve to continue the drive for improvement and is clear about what needs to be done. The staff of the school is equally committed to the shared vision of the leadership.
- The well-informed governing body robustly challenges the school leadership and checks the school's work carefully. It strongly supports leaders' ambition to improve pupils' achievement and the quality of teaching even further.

It is not yet an outstanding school because

- At times, teachers do not ensure that pupils get as much work done in lessons as they can.
- Teachers do not always check that pupils follow up the advice they give them about how to improve their work.

Information about this inspection

- Inspectors observed 12 lessons of which one was observed with the headteacher.
- Meetings were held with groups of pupils, members of the school staff, a member of the governing body and a representative of the local authority. A telephone conversation was held with the Chair of the Governing Body.
- Inspectors looked at the work of the school and at a range of documents including: the school's view of its own performance, information about the progress of pupils, the checking of teachers' performance, safeguarding information, policies and minutes of governing body meetings.
- Inspectors also looked at and took account of the 28 responses to the on-line parent questionnaire (Parent View) and 19 responses to the inspection questionnaire for staff.

Inspection team

Bernard Dorgan, Lead inspector

Additional Inspector

Andrew Clark

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils eligible for pupil premium funding is similar to the national average. This is extra funding schools receive from central government for pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The proportion of pupils from minority ethnic groups and who have English as an additional language is significantly below that found nationally.
- The proportion of disabled pupils and those having special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of educational need is similar to that of other schools.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment in English and mathematics.
- Little Gems Pre-school operates in the school. This private provision is inspected separately.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
 - ensuring that all pupils do as much work as they can in lessons
 - ensuring that teachers always check that pupils follow up the advice they give them about how to improve their work.

Inspection judgements

The achievement of pupils is good

- The majority of children start school with skills that are broadly typical for their age and leave school at the end of Year 6 with attainment that is above the national average.
- In 2013, the proportion of pupils who made the expected amount of progress in reading, writing and mathematics was equal to the national average. However, the proportion of pupils who made more than expected progress was higher than the national average in writing and slightly below the national average in reading and mathematics.
- Children get off to a good start to their education in the Early Years Foundation Stage and make good progress in the well-structured environment. They begin their lessons promptly, eager to take part in their registration activities. They are accurately grouped. They securely learn the basic skills of reading, writing and mathematics and respond to challenges. For example, a child was able to explain that two more than 978 was 980. They are prepared well for their next step into Year 1 because they are keen to learn.
- Pupils continue to achieve well throughout the school and this is reflected in their assessments and tests at the end of Year 2 and Year 6 where attainment is above average in reading, writing and mathematics. There is an improving trend.
- Progress of current pupils is consistently good with no notable differences between classes.
- The small numbers of pupils who have a special educational need or a disability receive very good support from highly trained teaching assistants who ensure that their needs are met and this helps them to them to make good progress from their starting points.
- Pupils eligible for the pupil premium receive tailored support for their learning. In 2013, in Year 6, these pupils attained well in mathematics, being about six months ahead of pupils not eligible and in writing almost 12 months ahead. In reading, these pupils were about six months behind those not in receipt of the extra funding. Throughout the school, these pupils are working at the expected and sometimes above the expected levels. This is a direct result of teaching that is clearly focused on securing the basic skills.
- Pupils who are most able make at least good progress. They have a high level of skills in literacy and numeracy, which they apply successfully in many different subjects, for example, in work on the Victorians, where they used extended writing skills to produce an in-depth study on Isambard Kingdom Brunel.
- Pupils enjoy reading, building on their early skills. In Key Stage 2, they have a good knowledge of the different types of reading material and authors. They are fluent readers who often read for pleasure outside school. They articulate clearly their understanding of what they read.
- Pupils produce interesting writing, often writing at length with accurate spelling and punctuation. The work on the lives of inspirational people, such as Mother Teresa, and Nelson Mandela, can be seen around the school and they have applied their literacy skills in many subjects to produce other thought-provoking pieces of work.
- They enjoy mathematical and calculation skills which have been thoroughly developed and the most-able pupils rise to the challenge of investigative work, for example exploring scales and conversion in their history topic. This is an improvement since the last inspection.
- The school gives all pupils equal opportunities to succeed.

The quality of teaching is good

- The quality of teaching across the school is good with some that is outstanding. This matches the school's own judgement of teaching.
- Teaching is good because teachers set high expectations of work and behaviour to which pupils respond positively. There are times in lessons, however, when teachers could better ensure that pupils do their maximum amount of work.

- Lessons run smoothly with little disruption to learning. The strong relationships between pupils and adults feature in all lessons. Teachers know their pupils very well and work successfully to provide tasks that help them to make good progress.
- Teachers mark work frequently and pupils are told how to improve. However, they do not always check to ensure that this advice has been understood or acted upon by pupils.
- Teachers make learning interesting. In Year 1, pupils were investigating waterproofing and were highly motivated by the storybook, 'Alfie and Annie Rose'. They were thrilled at the idea that they were going to be scientists and use scientific equipment, for example, pipettes!
- Pupils say that they enjoy their lessons and appreciate the help and guidance they receive.
- Teachers use assessment information to set suitable work for pupils of all abilities. An example of challenging work was seen in Year 6 when the pupils who are most able worked together on solving quadratic equations.
- Lessons are well-organised and begin promptly. The classroom displays support the pupils' learning and are a good teaching resource.
- Learning is effectively supported by able teaching assistants who are used well across the school, in particular to help those pupils who require extra support.
- The teaching of reading, writing and mathematics over time is systematic and effective across all subjects.
- The vast majority of parents who responded to the on-line questionnaire stated that their child is taught well.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are very positive and they are very interested in all they are learning.
- Older pupils have responsibilities such as being a 'buddy' to children in the Early Years Foundation Stage and being 'play leaders' on the playground for the younger pupils in school. They take pride in holding these posts and display their caring natures when carrying out their duties. They are positive role models to the younger pupils.
- Pupils have a respect for each other, the adults who care for them and the wider community. This is shown in the way they conduct themselves well at all times in the course of the day.
- An air of calm and friendliness permeates the whole school. This is evident in all lessons and outside on the playgrounds. As a result, the school provides an orderly working environment for all.
- The behaviour of pupils is good. Pupils behave well in lessons, with very few interruptions to the flow. On the few occasions when there are interruptions they are skilfully managed by the teacher so that any negative effect on learning is minimised.
- There is an effective whole-school behaviour policy which rewards positive behaviour. Parents like the improved system of rewards.
- The school's work to keep pupils safe and secure is outstanding. Pupils enjoy coming to school. They feel safe and secure and are well-informed about the wide-ranging issues of bullying. They have a good understanding of how to keep themselves safe and know about different types of bullying, for example, cyber-bullying. They feel confident that any bullying will be dealt with promptly and are able to speak to the adults in school if they have any worries. The pupils think that the use of their 'Worry Box' is a good idea.
- There are very few incidents of unacceptable behaviour over time. All recorded incidents show extreme diligence of reporting in depth. Actions taken are thorough.
- Parents overwhelmingly state that their children feel safe at school and believe that the school makes sure that the pupils are well-behaved. All the parents who responded to the on-line questionnaire said that they would recommend the school to others. Inspectors endorse their positive views of the school.
- Attendance is in line with the national average. The school works diligently to ensure that attendance is as high as it can be and has had particular success in reducing the number of

pupils taking holidays in term time.

The leadership and management are good

- The headteacher provides a clear direction for the school, and she is ably supported by the deputy headteacher. Their view of how the school should be further improved is shared with and embraced by all the staff. There is a strong desire to improve on the existing good teaching and positive behaviour.
- The increasingly effective subject leaders are having a positive effect on pupils' progress and attainment, which can be seen in the improving results as measured by national assessments and tests.
- The leadership has addressed the issues from the last inspection robustly. Training for teachers and working in partnership with other schools and the local authority, have been effective with the result that teaching is now at least good, progress is good and attainment is rising.
- The school effectively uses information about how pupils are doing in order to raise their achievement further. Through a thorough analysis of the school's performance, senior leaders know what needs to be done in order to continue to improve and they have a determination to succeed. Leaders set suitable targets in a detailed school development plan which has clear actions and states who is accountable.
- There are robust procedures in place to monitor the quality of teaching and teachers' performance. These are clearly linked to the Teachers' Standards and pay progression.
- The progress of pupils is regularly checked to identify at an early stage any pupil who may be falling behind. Meetings to discuss pupils' progress take place with teachers and any extra support is provided for these pupils to catch up. As a result of this, all pupil groups across the school are making good progress.
- The opportunities for pupils to practise their skills in reading, writing and mathematics are well-established through an interesting and engaging curriculum. For example, the participation in a version of 'The Young Apprentice' enabled the Year 6 pupils to meet a candidate from the television programme and to go on to develop their real-life skills through fund-raising activities. The curriculum is made more exciting through a range of visits and visitors which are interesting to the pupils. There is also a wide range of clubs provided by the staff after school.
- Excellent use is made of the additional funding to enhance sports provision. The school employs a sports coach one day each week to deliver excellent physical education and games lessons. The teachers attend these lessons which provide high quality training for them.
- Local authority involvement with the school has been regular, but light touch, for this good school.
- Statutory requirements for the safeguarding of pupils are met.
- **The governance of the school:**
 - The governing body is dedicated to the school and its aims. Changes in the make-up of the governing body have brought new skills into the school which are of benefit. They receive detailed information from the school which they look at and challenge robustly within their meetings. They also a source of valued support which they have given in demanding times of the school's life.
 - The governing body has adopted an appraisal policy which clearly links successful teachers' performance to pay progression.
 - Governors are knowledgeable about how the school is doing. They visit school to observe lessons and take part in learning walks. Governors have appointed a pupil premium governor who is well-informed. They receive regular training and have a deep understanding of the school and its role in the local community. The governors are involved in the process of self-evaluation and know the school's strengths and weaknesses. They consider carefully the finances of the school and have made important decisions, which have led to improvements of the school.

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	111313
Local authority	Cheshire West and Chester
Inspection number	430956

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Bernard Phelan
Headteacher	Dawn Ormes
Date of previous school inspection	21 March 2012
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