

Willow Wood Community Primary School

Bradbury Road, Wharton, Winsford, CW7 3HN

Inspection dates 7–8 July 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, the school's effectiveness has improved and now provides a good quality education for its pupils. This reflects the ambitious and effective leadership, management and governance in improving the quality of teaching and pupils' achievements.
- All groups of pupils achieve well in all key stages. Standards are rising across the school. At the end of Year 6, standards have risen sharply and are now close to the national average. This represents good achievement from pupils' previously much lower starting points.
- Good teaching and effective support in the Reception classes mean that children make a good start to learning.
- Between Years 1 and 6, pupils are taught well in reading, writing and mathematics. Teachers' expectations of the quality of pupils work are high. Pupils' work is well presented, neat and tidy. The quality of their homework is as good as their work in class.
- Pupils enjoy learning in all their subjects. They are particularly proud about their achievements in sport.
- Pupils behave well. They are unfailingly polite and welcoming. They are well turned out in their uniforms and sports kit.
- The school's work to keep pupils safe and secure is good. Pupils, and their parents, agree that the school keeps children safe. Pupils feel safe.
- Good support is provided for pupils, especially those with special educational needs or who have complex needs in the resourced provision.
- Pupils enjoy coming to school. Their attendance has improved and is now close to average.
- The skilful and knowledgeable governors have an accurate view of the school's performance. They effectively hold leaders to account for making sure that pupils achieve well and are well prepared for their future.

It is not yet an outstanding school because

- Gaps in pupils' skills and knowledge are not always filled because teachers do not always have a full and clear picture of what pupils already know and can do.
- Work is not always matched well to pupils' varying abilities. In particular, activities for the most able pupils sometimes lack the challenge needed to reach the higher levels of attainment.

Information about this inspection

- Inspectors visited lessons across the school, some accompanied by the headteacher. They looked at pupils' books with the headteacher and deputy headteacher, talked to pupils about their work and listened to some pupils reading. Inspectors observed lunchtime and break time arrangements and talked with groups of pupils and with parents.
- Meetings were held with the headteacher, deputy headteachers, middle leaders and five members of the governing body. A meeting was held with a representative of the local authority.
- Inspectors considered the 12 responses to the online survey, Parent View, and in conversations with parents. The 34 completed staff questionnaires were also taken into account.
- Inspectors looked at the school's work and a range of documents. These included the school's view of its effectiveness, school improvement planning and records of pupils' achievement, attendance and systems for safeguarding pupils.

Inspection team

Marie Cordey, Lead inspector	Additional Inspector
Lesley Else	Additional Inspector
Marilyn Massey	Additional Inspector

Full report

Information about this school

- Willow Wood is an average-sized primary school.
- Children in the Reception classes attend full-time.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium funding (additional government funding for pupils in the care of the local authority and those who are known to be eligible for free school meals) is well above average.
- The proportion of disabled pupils and those with special educational needs is well above average.
- The school provides specially resourced provision for nine pupils with complex needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise standards so that they are higher across the school, by making sure that all teachers:
 - have full and clear information about what pupils already know and can do so that any identified gaps in their skills and knowledge are quickly filled
 - always set work that is well matched to pupils' varying abilities and, in particular, to challenge the most able pupils so that more pupils reach the higher levels of attainment, particularly at the end of Year 2.

Inspection judgements

The leadership and management are good

- The effective actions of the headteacher and governors have succeeded in improving the school's performance. Standards are rising across the school because of effective challenge to make sure that teaching is at least good. Leaders have acted successfully on the areas for improved highlighted at the last inspection.
- Both personally and academically, pupils at the end of Year 6 are ready to move on to the next stage in their education. Core British values are at the heart of the curriculum and this is reflected in learning about democracy, the Rule of Law and tolerance and respect for different groups of people. Pupils are well prepared for life in modern Britain. Mayoral and school council elections are a key part of school life and pupils are proud to take on positions of responsibility.
- Senior and middle leaders check pupils' progress frequently. This has focused attention on improving pupils' achievement and reducing the gap between the attainment of disadvantaged pupils and other pupils in the school. At times, this work is not precise enough to identify specific gaps in pupils' learning in some basic skills in literacy and numeracy. Consequently, in some classes work is not matched closely enough to pupils' varying abilities.
- Performance management arrangements are closely focused on making sure that pupils progress well. They are rigorously reviewed and any deficit in performance is tackled. Sharply focused training in writing and in mathematics has helped to raise standards in those subjects.
- Middle leaders are knowledgeable about their subjects and have helped make improvements in pupils' achievement. As a result standards have risen, for example, in reading, writing and mathematics at the end of Year 2 and in phonics (the sounds that letters make) in Year 1.
- Effective leadership of the resourced provision hastens the progress and self-confidence of pupils with complex needs.
- Pupil premium funding is used effectively to improve the achievement of disadvantaged pupils. It is used to improve teaching and the effectiveness of support staff. It is also used to raise aspirations through the 'World at Work' topic and in making sure that pupils are made aware of options after their school life has finished; studying at university for example.
- The primary physical education and sport funding is used to very good effect. Pupils relish physical education and sports lessons as well as the many enriching activities available after school. Strong links with a local secondary school lead to the provision of specialist dance teaching involving secondary age pupils as well as their teacher.
- Leaders foster good relationships and pupils are not discriminated against. Pupils, in turn, do not discriminate between different groups of people. Pupils appreciate the richness of their local community and our nationally diverse society through studying different cultures and faiths.
- The new curriculum is broad and deliberately focused on extending pupils' knowledge and understanding in a variety of subjects as well as reading, writing and mathematics. At its heart, it concentrates on pupils acquiring good skills in literacy and numeracy. This is evident in pupils' work such as that on Anglo-Saxon Britain and in studying rock formations. Although there are some inconsistencies in achievement, all groups of pupils achieve well overall and have equal opportunity to do so.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils think of others and reflect on how their actions affect others. Attractive and well-presented displays around school and in classes celebrate pupils' achievements.
- The local authority supports and challenges the school well. Areas for improvement are clearly identified and have been acted on consistently over a number of years.
- Safeguarding arrangements meet statutory requirements. Systems to keep pupils safe are regularly reviewed and checked. Training to safeguard pupils is regular and detailed.
- **The governance of the school:**
 - Governors effectively drive school improvement. They are committed to improving pupils' outcomes and preparing them well for their future. Pupil premium funding is carefully planned to raise the standards and aspirations of disadvantaged pupils.
 - Governors use first-hand evidence to help them judge whether teachers should progress through pay levels. They visit classes and look at pupils' work regularly and thoroughly. Continual training gives governors the knowledge and skills to effectively judge the school's performance and hold leaders to account, including for any underperformance. They know how well the school performs in comparison

to others.

- The range of provision, including the resourced provision, is something that governors are proud of. They are as passionate as school leaders in making a difference to the lives of the pupils in their care.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are considerate and enjoy learning because they are taught well.
- Pupils are keen conversationalists and eager to share their views.
- Pupils open doors for each other and adults as a matter of course. They are polite and welcoming to visitors.
- Pupils' work hard in lessons and persevere with their work. Lessons are rarely interrupted by poor behaviour. Occasionally, pupils' learning slows when work is not matched closely enough to their abilities.
- Pupils have many opportunities to take on positions of responsibility. As school councillors, young mayors or sport representatives, for instance, they take their roles very seriously. Leaders listen to pupils' carefully thought-out opinions. Resources, such as sports equipment and kit, have been increased as a result.
- Parents believe that behaviour is good and that their child is looked-after well. They play an important part in improving their child's attendance to average and helping them learn at home.
- Pupils in the resourced provision behave well. They are respected and treated as unique individuals and this helps them to thrive and blossom.

Safety

- The school's work to keep pupils safe and secure is good. The management of behaviour is good and pupils are taught to look after each other and to manage their own behaviour.
- Much work takes place to keep pupils safe on the internet and pupils are aware of what they need to do to protect themselves. They also know who to turn to if they have any worries or concerns.
- Pupils and their parents believe that they are kept safe at school.
- Pupils know about different types of bullying and its effects on people. They do not believe that bullying is a feature of their school. Pupils are supervised carefully and effectively at break times and at lunchtime.

The quality of teaching is good

- Pupils say that they enjoy their lessons and the many subjects they learn about. They take pride in their work because of teachers' high expectations of its quality.
- Good teaching emphasizes accuracy in spelling, punctuation and grammar and clear setting out of work in mathematics. Pupils' skills in literacy and numeracy are strengthened and highlighted from the earliest age. This is why teaching has had such a good impact on learning and achievement, including in literacy, reading and mathematics. Pupils use information and communication technology (ICT) well, for instance in research and writing factual accounts or newspaper style articles.
- The teaching of mathematics is effective. Teachers have good subject knowledge and encourage pupils to practise their basic number skills to tackle higher-level work. Occasionally, when a small number of pupils have not learned the basics and this has not been clearly identified, their progress slows.
- Good teaching of phonics is beginning to lead to good learning in reading. Teachers' enjoyment of reading is infectious and enthusiasm for reading is becoming a feature of the school. This is helping to improve pupils' comprehension skills and their ability to use quotations from a text to support their answers to comprehension questions.
- The teaching of writing has been a whole-school focus and writing standards are improving well as are pupils' spelling, punctuation and grammar skills. Standards are now average by the end of Year 6. Occasionally, gaps in pupils' basic literacy skills are not filled which sometimes hampers their ability to complete higher-level work.
- Some aspects of teaching are outstanding, particularly at the end of Key Stage 2. Pupils make fast progress when they are enthused by passionate and skilful teaching. Their progress slows when gaps in their learning are not included in teachers' planning or when work is not matched to the range of abilities in classes, particularly for the most able.
- Homework is set regularly and pupils' home learning is deliberately tailored to improve their skills and

knowledge.

- The teaching of writing has been a school focus and writing standards are improving as well as pupils' spelling, punctuation and grammar. Standards are now average by the end of Year 6. Occasionally, pupils' skills are not consolidated or extended.
- Support assistants are effective and skilled. Disabled pupils and those with special educational needs make good progress. Pupils learn to have confidence in their abilities and to be resilient. They are carefully and sensitively supported in small groups or individually.
- Pupils are taught well in the resourced provision. Specialist staff are knowledgeable and skilful. Pupils are expertly supported to manage work and realise their potential.
- Marking of pupils' work is regular and useful. Most pupils act on guidance points made by teachers and support assistants to improve their work. This information is mostly used effectively to plan future work.

The achievement of pupils

is good

- Since the last inspection, the achievement of pupils has improved across the school and particularly in Key Stage 2. From their starting points, all groups of pupils make good progress in all key stages in reading, writing and mathematics.
- Standards by the end of Year 6 have risen sharply and in 2014 were much closer to average than in previous years in reading, writing and mathematics. The proportion of pupils both making and exceeding the expected levels of progress compared very favourably with the proportions doing so nationally. Pupils made at least good progress from their previous starting points in Year 3. Pupils' work in their books and school data demonstrates continued good progress through Key Stage 2. Progress is rapid in Year 6.
- In recent years, standards in reading, writing and mathematics have been well below average at the end of Year 2. School data and inspection evidence shows that standards in Key Stage 1 are improving. Pupils currently in Years 1 and 2 are making good progress and standards in reading, writing and mathematics are much closer to average.
- In Year 1, pupils achieve well in reading. In 2014, the proportion of pupils reaching the expected standard in the Year 1 check of pupils understanding of letters and sounds improved and was average. This represented good progress from their previously much lower starting points.
- The lower standards reported in national tests and teacher assessments are sometimes influenced by the above average proportion of pupils in the school with special educational needs and the much lower starting points of those in the specially resourced provision. Disabled pupils and those with special educational needs achieve well in reading, writing and mathematics. Pupils in the resourced provision make at least good progress in their work and some make exceptional progress.
- At the end of Year 6 in 2014, the attainment of disadvantaged pupils was about a year behind others in the school in mathematics and reading and about two terms behind other pupils in writing. When compared with other pupils nationally, they were about a year behind in mathematics and writing and four terms behind in reading. Since then, owing to improvements in the quality of teaching and effectiveness of support, the achievement of disadvantaged pupils has improved and they are making good progress across the school. The previously wide gaps in attainment are narrowing quickly.
- The most able pupils overall make good progress but this is inconsistent. The proportion of pupils reaching the higher levels of attainment at the end of Year 6 in 2014 was close to average, particularly in mathematics. However, the proportion reaching the higher Level 3 at the end of Year 2 is below average in reading, writing and in mathematics. Work for the most able pupils sometimes lacks challenge in order for them to reach their full potential.
- History, geography, art, sport and science feature in pupils' lists of their favourite subjects. Their work shows detailed study of these subjects and pupils learn well in them. Pupils' work on the history of our country focus on the creation of our current democracy and how this filters down to local councils and their own community. Pupils relate this very clearly to their own democratic elections in school for councillors and mayors.

The early years provision

is good

- Children are well prepared for school life by visiting the setting before they begin school. They settle down quickly because they are welcomed and looked-after well. They make good progress from their individual starting points that for many children are much lower than typical for their age. The proportion of children reaching a good level of development by the end of Reception has risen and majority of children now

reach this expected level. This, along with good teaching and care for their personal development prepares them well for joining Year 1.

- The teaching of phonics is a strength of the setting. Children sound out letters enthusiastically to make words and quickly link them to the many good quality books available to match their interests and abilities. They are taught to form letters accurately. Children listen attentively to their teacher reading *The Hungry Caterpillar* and then find out which apples they like the best and compete to use the most descriptive adjectives for them.
- Number work is taught well. Children are encouraged to count up and down from one to 26, for instance, and then challenged to take one away and give the answer. This is extended to working out simple sums and thinking about how much things cost.
- Indoor and outdoor activities are numerous. Children are gently guided towards activities to help them develop their learning well. They are, occasionally, less confident and involved if they are not carefully guided in their choice of independent activities.
- Writing is purposeful; children use pencils, writing frames and sticky papers to make labels, write lists and simple sentences. Their physical and social development is encouraged by supervised climbing, partner work and dance. Children enjoy their activities and are willing to share and take turns. Their behaviour is good.
- The indoor and outdoor areas are checked regularly by staff and governors to make sure that they are safe for children. Procedures are in place to keep children safe.
- Good leadership inspires a committed team of staff who want the best for children. Teachers and support staff are knowledgeable about early years' learning and use this knowledge to plan activities that will interest and challenge children to learn well and to be curious about the world around them. Progress is checked regularly and used to further develop children's learning.

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	135256
Local authority	Cheshire West and Chester
Inspection number	462340

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	The governing body
Chair	Sue Stretton
Headteacher	Sue Tomlinson
Date of previous school inspection	11 July 2013
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