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5 October 2010

Mrs S Barlow
The Acting Headteacher
Winsham Primary School
Church Street
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Chard
Somerset
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Dear Mrs Barlow

Ofsted monitoring of Grade 3 schools: monitoring inspection of Winsham Primary School

Thank you for the help which you, your staff, governors and pupils gave when I inspected your school on 22 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

Since the last inspection of the school, there has been significant staff change. The acting headteacher has been in post since September 2009, having formerly been a part-time teacher at the school. A new leader of the Early Years Foundation Stage and Years 1 and 2 was also appointed during 2009. One teaching post is covered by a teacher on a temporary contract.

As a result of the inspection on 11 February 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

In 2010, the attainment of the small number of pupils at the end of Year 6 was above average in mathematics and average in English. The school has good evidence to demonstrate that pupils are making better progress based on the improved assessment techniques. The school recognises progress is better in mathematical aspects of the curriculum than in some areas of literacy, especially writing. All aspects of pupils' personal development show steady improvements but



notably their attendance and their understanding of how to lead healthy and safe lives are developing well.

Since the last inspection, there have been significant developments in the provision for children in the Early Years Foundation Stage. Pleasant, airy indoor and outdoor areas provide a range of stimulating activities between which children are able to move freely and make choices that develop their independence. There are good relationships with the committee run pre-school which rents accommodation on the site, and assessments of children's knowledge and skills, previously a particular weakness, are now of high quality. While this information is used to plan the curriculum as a whole, it is not yet used to full effect in order to meet the needs of each child as an individual. Children are well supervised and safe, but adults do not always question children in a way that promotes their individual progress to very best effect. The Early Years leader and staff have actively pursued training opportunities and this, together with improvements to the planning and assessment, reflects growing strength in the leadership and management of this area. Parents are very pleased with the impact of the improvements that have been made.

The quality of teaching and learning is developing satisfactorily, although there is still more to do. Pupils throughout the school have more challenging activities to do and this is enhancing their progress. For example, when pupils in Years 5 and 6 calculated the number of individual rectangles in a grid, they discussed and solved the problem in a mature and effective way. Pupils with special educational needs and/or disabilities are supported well, but some pupils are left to carry out activities for too long without help and their progress slows. Academic guidance is much improved since the inspection. Pupils have a good understanding of their targets and know how to improve their work, and they also know how their attainment relates to national standards. Pupils have a better understanding of their place in the national and, especially, the global community. They are enthusiastic about their links with pupils in schools on a remote Scottish island, in Spain and in Senegal. They know about the range of faiths represented in the United Kingdom, but show limited enthusiasm to find out more.

The enthusiastic acting headteacher and governors have worked hard since the inspection to place the school on a more secure footing. Planning for improvement is effective and governors monitor progress on a regular basis. As a result, there has been satisfactory improvement, especially in the Early Years Foundation Stage and in the quality of academic guidance. Rightly, the governing body are exploring a range of possible future management models with the local authority and partner schools in the light of likely future budgetary constraints. But, at present, questions about the long-term leadership of the school and teaching capacity remain unresolved.

The local authority and other agencies have provided good quality support, especially for improvements in the Early Years Foundation Stage.



I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Paul Sadler
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in February 2009

- Improve the provision for pupils in the Early Years Foundation Stage so that planning, teaching and assessment ensure they make better progress towards meeting the early learning goals.
- Raise pupils' achievement by providing more consistent challenge in lessons and ensuring pupils benefit from more focused academic guidance.
- Increase opportunities to improve pupils' understanding of United Kingdom and global communities.