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Mrs M Wyatt
Headteacher
Winton Primary School
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Dear Mrs Wyatt

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

Thank you for the help which you and your staff gave when I inspected your school on 23 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to staff, pupils, governors and the School Improvement Partner for their help.

Since the inspection there have been changes in staffing and governors. The local authority issued the school with a notice of improvement at the end of the last academic year. Since then, staff changes include a new executive headteacher, a seconded acting deputy headteacher, and changes in class teachers. New governors have joined the governing body. Three new permanent assistant headteachers have been appointed to join the staff from the summer term.

As a result of the inspection on 5 and 6 May 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.

Improvement in pupils' attainment has been varied since the last inspection and attainment remains below average. However, during this academic year, school data show a stronger picture of improving performance for all groups of pupils. The gap between school performance and national expectations at the end of Year 6 is narrowing and the more accurate school tracking shows that most pupils are on track to achieve higher targets set in English and mathematics. From pupils' starting points this represents satisfactory progress. Carefully planned interventions in



English and mathematics, including for those with special educational needs and/or disabilities, have led to improvements in pupils' performance and support their sound progress. In English the confidence with which pupils write has been a key change. Younger pupils demonstrate a good understanding of story structure and are keen to add their own endings to familiar stories. Older pupils can talk about grammar, demonstrating an understanding of more complex sentences. The scrutiny of English books shows pupils developing confidence in spelling. In mathematics younger pupils show their understanding of using a number line to solve problems set, such as finding the difference between two numbers. Older pupils are keen to solve problems related to the cost of buying pizzas, but whilst these tasks engage pupils they do not always sufficiently challenge them to apply their mathematical skills. Pupils' positive attitudes to working cooperatively are a feature of their generally good behaviour in lessons. Pupils understand the rewards and sanctions of the new behaviour policy. The school acknowledges that occasionally individual pupils' lack of confidence is a barrier to progress.

Teaching has been improved and is satisfactory overall, with some aspects which are now good. Where teachers refer to what makes a successful learner at the start of lessons, pupils' work shows they achieve well. Teaching assistants, working with older pupils, encourage good discussions related to putting forward a balanced argument, and this supports their learning well. Teachers' questioning and the opportunity for pupils to talk together help them reflect on their work. Teachers' subject knowledge, such as how sounds are put together to spell words, is a strength. However, teachers' good subject knowledge in English and mathematics, particularly in the teaching of older year groups, is not yet consistent. The school recognises this is an on-going area for development and has a well-planned programme of support in place for staff which is helping to raise standards in teaching.

Teachers' marking in English generally helps pupils to improve their work. Older pupils self-assess their work against different levels, leading to a clearer understanding of how well they are achieving their targets. Teachers are beginning to refer to small steps in learning which help pupils to improve their work. As yet this is not consistent for all year groups. Additionally, since the beginning of this academic year, the school has focused on a consistent approach to the presentation of work in English and mathematics, and this is generally having a positive impact on raising standards.

The drive and ambition of the senior leadership team now in place, in improving the quality of teaching, has led to an increased proportion of lessons which are satisfactory or better. Recent actions taken mean that staff now have a greater accountability for the success of pupils in their class. Regular reviews of pupils' progress, together with improved tracking, have ensured that pupils' performance is now followed systematically, and those in danger of not making progress are identified, and timely actions put in place to meet their needs. The school acknowledges that the role of middle leaders has yet to have an impact on raising



standards. Leaders are confident that the new appointments made will significantly strengthen middle leadership of the school but this remains to be seen.

The governing body has a clear understanding of its roles and responsibilities. It is well informed of the school's progress through comprehensive headteacher reports. Consequently, governors support the school well in its drive to raise the quality of teaching further. Parents and carers report improvements in how the school now communicates with them. They particularly appreciate opportunities to engage with staff such as the 'Tea at Three' sessions. Parents and carers comment on the improved arrangements for keeping their children safe at the start of the school day.

The school has made effective use of the good quality support from the local authority to improve the quality of teaching and learning. This pivotal work has been particularly successful during the current academic year and is central to the sound progress the school is now making. The School Improvement Partner and governors have constantly supported school leaders in the task of tackling underperformance and raising standards. This has enabled the school to take appropriate action and build a sound capacity for further improvement.

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

Jane Neech

Her Majesty's Inspector



Annex

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

- Raise standards in writing in Years 3 to 6, especially in spelling, punctuation and grammar, and in pupils' use and application of mathematics in problem solving in Years 3 to 6.
- Improve the quality of teaching, particularly in Years 5 and 6, with a particular emphasis on teachers using consistently 'Steps to Success' and ensuring pupils know how to improve their work.
- Improve, across the school, the consistency and use of individual targets to give pupils their next steps in learning.
- Revisit the school's behavior policy to ensure there is greater emphasis on praise and reward; and revisit the school's policy for communication with parents so that parents know the lines of communication open to them with the headteacher and staff.

