

# Winsley Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126371
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	381220
<b>Inspection dates</b>	23–24 November 2011
<b>Reporting inspector</b>	Colin Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Ludlow
<b>Headteacher</b>	Simon White
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	Tynning Road Winsley Bradford-on-Avon BA15 2JN
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 November 2011
<b>Inspection number</b>	381220

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons taught by seven teachers and one teaching assistant. They observed the school's work and looked at the school's data on pupils' attainment and progress, the school development plan, school planning documents and procedures for keeping pupils safe. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors analysed 66 questionnaires completed by parents and carers, as well as speaking to a group of parents and carers.

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

- The opportunities provided for pupils to evaluate their own work and that of others, in order to decide how it can be improved.
- How effectively teachers use information from assessment to plan the next stages in pupils' learning across the whole curriculum.
- The extent to which pupils are consulted and have input to decisions about the school and how it can improve.

## Information about the school

The school is smaller than an average-sized primary school. The large majority of pupils are of White British heritage. Pupils are taught in four mixed-age classes: Reception and Year 1, Years 2 and 3, Years 4 and 5, and Years 5 and 6. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is also below average. The school has received awards for several aspects of its work, including Activemark Gold award and Healthy Schools status. A pre-school provision is based on the school site, but this is not managed by the governing body and, therefore, inspected separately.

## Inspection judgements

**Overall effectiveness: how good is the school?**

<b>1</b>
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**The school's capacity for sustained improvement**

<b>1</b>
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### Main findings

This is an outstanding school. It has achieved wide-ranging improvements since the last inspection, which have led to outstanding achievement by all groups of pupils. By the time pupils leave the school at the end of Year 6, their attainment is high and their personal development is exceptional.

The headteacher's dynamic leadership is the driving force behind the collective ambition shown by staff and governing body to strive for excellence. Excellence is achieved in many areas. The oldest pupils' high levels of attainment in English and mathematics are the result of the consistently good progress of all pupils from the time they start in the Early Years Foundation Stage. The pupils enter that Stage with attainment above expected levels and continuously the vast majority achieve the school's high expectations of the progress they should make each year. In some areas, the progress is outstanding, notably in reading and writing. Pupils with special educational needs and/or disabilities achieve similar rates of progress to their peers. That is helped by early assessment of needs and highly effective support by both teachers and teaching assistants.

While academic attainment is high and progress good, pupils' personal development is particularly impressive. The high quality of the relationships between pupils is exemplified by the caring friendliness shown by the older pupils to the younger ones. School life is enriched by the significant contribution made by pupils to the school as a community. The pupils have many responsibilities around the school that they carry out very conscientiously. Playtimes illustrate that well, when pupils can be seen acting as playground buddies, refereeing ball games, or supervising small groups in the conservation area.

Pupils work hard in lessons and show that they are enjoying learning. Their outstanding behaviour is an important contribution to the excellent working atmosphere in classrooms. Some of the teaching has outstanding features, but teaching is judged good overall. That is because there are some inconsistencies between teachers in the frequency of their checking of pupils' progress during lessons. Pupils themselves do not always have sufficient opportunities to stop to review their learning and think for themselves about how it might be improved. Such self-assessment is an excellent feature of older pupils' lessons, so there is good practice to be shared and senior leaders recognise this. Assessment over the longer term is focused sharply on measuring progress term by term in reading, writing and mathematics. Teachers do that very effectively and they use the information well to identify any pupils falling behind. Then, they monitor carefully the impact of the programmes introduced to help pupils to catch up. Pupils' attainment is assessed thoroughly across the whole curriculum. The broad, balanced curriculum is

outstanding provision. Pupils say how much they enjoy the first-hand experiences which feature prominently in their learning. The curriculum is planned around the skills of each subject and this ensures continuity and progression between topics covered in each class. There is also detailed planning of learning activities which will impact on pupils' personal development. Cooperative working is given high priority and the ability to work collaboratively with others is a notable strength of the pupils' from an early age. Outstanding care, guidance and support for all pupils and, in some cases, their families, are also among the strengths of the school. That provision, like the curriculum, has significant impact on pupils' personal development.

Self-evaluation by senior leaders is rigorous, as are the continuous monitoring and evaluation of key aspects of the school's work by the governing body and senior staff. Staff who lead foundation subjects have a good overview of their subjects, but have insufficient time to check the full impact of any new initiatives on pupils' progress. Senior leaders' plans address that. They recognise that, in a small school, not all subjects can be monitored at the same time and that subject priorities have to be established in order that the impact of subject leaders on the leadership and management of teaching can be maximised. The thoroughness of evaluation of priorities in the school development plan and the continuing improvements in pupils' academic and personal development show that there is an outstanding capacity for sustained improvement. Governance is outstanding and the governing body has ensured that important responsibilities, such as safeguarding, are secure and effective. The governing body works closely with school staff in order to maintain continuous improvement in the school's effectiveness.

## What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
  - assessing pupils' work during lessons consistently, in order to give them short-term targets for small steps in improvement
  - providing more opportunities for pupils to reflect on their own work and that of others, in order to identify its strengths and make their own suggestions on how it can be improved.

## Outcomes for individuals and groups of pupils

<b>1</b>
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There are no significant differences in the progress made by different groups of pupils. Achievement is outstanding because academic progress is consistently at least good from the moment they start school and progress in personal development is even better. All lessons seen during the inspection showed pupils to be eager to work hard and to learn. Some showed especially high levels of attainment, for example, when Years 5 and 6 pupils wrote their descriptions of a person with the characteristics of Charles Dickens' Scrooge. The work showed great imagination and a flair for writing. Later, the pupils read each other's work and showed the kind of constructive peer evaluation that is insufficiently present in some of the lessons in

other classes. The love of language develops early, as was shown by Reception Year and some Year 1 pupils’ enthusiasm for learning a new letter sound and the squeals of excitement as they identified more and more words starting with that sound.

Pupils talk of their enjoyment of all that they do in school. High rates of attendance are an immediate indication of that enjoyment. The pupils are pleased that their views are listened to and taken seriously. They are very proud of their school, as was obvious in discussions held with several groups. They appreciate the work of others also and an inspector was urged to have a look at the artwork displayed around the school. Pupils spoke also of music being something they are good at. Inspection evidence has confirmed that attainment in both art and music is well above expected levels at all ages. The high-quality learning activities, both in those subjects and many other curriculum areas, have significant impact on pupils’ spiritual, moral, social and cultural development.

Pupils feel safe in school and this view is shared by parents and carers. They enjoy physical activity and explain very knowledgeably how this and healthy eating form the basis of a healthy lifestyle. Opportunities for pupils to visit other schools to talk about what they have learned about healthy eating are the sort of activity that has helped the school achieve Healthy Schools status. Pupils have many responsibilities around the school. The school council and the Eco committee play key roles in the school and also in the local community, for example, many church activities, liaising with a local farm about healthy foods and advising an environmental group on what it means to be an Eco school.

The outcomes in pupils’ personal development and their high levels of basic literacy and numeracy skills mean that pupils are excellently prepared for the next stage in their education and their future economic well-being. Such annual events as the Enterprise Project, when older pupils plan fund-raising activities, provide an additional challenge for pupils’ moral development, insofar as they have to decide if the funds raised are to be spent on school resources, donated to charity, or split between the two.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

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

<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Pupils are provided with learning activities which are matched closely to their abilities and needs and this gives the right level of challenge for all. Teachers' good subject knowledge has been enhanced by very effective professional development support to improve teaching and learning in reading and writing. That has had significant impact on pupils' progress, which gradually accelerates as pupils get older and as their learning builds on what has gone before. Clear learning objectives are set for each lesson across the curriculum. The objectives are revisited routinely at the end of a lesson, so that pupils' progress can be evaluated. Nevertheless, there are some lessons which are not paused frequently enough for task-by-task progress to be checked, so that a short-term target for the next stage in learning can be set. Connected to that is the inconsistency with which some pupils are given opportunities, during the course of some lessons, to reflect on their own learning and think for themselves about how their work can be improved. The variability of teachers' use of that type of self-assessment means that individual pupils' progress in some lessons is not as rapid as it could be.

The integrated curriculum follows a stimulating programme of topics, in which subjects are linked together. Topics focus strongly on personal development outcomes, as well as subject knowledge and skills, and this enables the curriculum to have excellent impact on all aspects of pupils' development. Teachers make very good use of different subjects to help polish literacy and information and communication technology skills. The continuous recording of the skills being acquired in other subjects is very good assessment practice, which ensures that topics provide continuity in pupils' learning across the school as a whole. The curriculum is fully inclusive and is adapted carefully to meet the needs of pupils with special educational needs and/or disabilities. Pupils' learning is enhanced by the very good range of clubs and activities outside the school day. Take-up of those activities is good and many pupils regard them as a highlight of the week. Many aspects of the school's care, guidance and support for pupils are outstanding. Adults know each pupil well. The caring concern for the welfare of each pupil is a cornerstone of the school's ethos and sensitive, highly effective support is given to pupils and families, whenever it is needed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The whole school community shows collective determination and a shared drive for improvement. The practical measures adopted to raise the quality of teaching and learning are having a good impact on all pupils’ achievement. The good use of assessment is one such measure and the rigorous analysis by all teachers of the data on progress over time has raised attainment and increased progress since the last inspection. The data show that high attainment is not confined to English and mathematics, but is evident across much of the curriculum. Thorough self-evaluation means that senior leaders seek further improvement constantly, in order to raise all aspects of the school’s work to an outstanding level.

The promotion of equal opportunities and tackling discrimination are central to the school’s ethos. It is judged outstanding. Not only have past inequalities in pupils’ progress at different ages been completely eradicated, but also the school’s vigilance in providing support for any potentially vulnerable pupils enables them to make the same good progress as their peers.

The school promotes community cohesion well. The many opportunities for pupils to contribute to the school and local communities have good impact on pupils’ personal development. In order to develop pupils’ insight into the lives of people in a contrasting United Kingdom setting, the school has a well-established partnership with an inner-city school. Pupils talk with great maturity about what they learn from the experience. International links are less well developed. The relationship with a school on the small Caribbean island of Dominica is confined to fund raising and the sending of resources to that school, without a pupil-to-pupil link that would develop understanding of similarities and differences between communities.

The governing body ensures that safeguarding arrangements are thorough and that staff are trained thoroughly and regularly in attending to health and safety, risk assessment and child protection issues. Close cooperation with staff as well as independent monitoring and evaluation of school improvement mean that the governing body is insightful, very well informed about the school’s work, and confident in providing challenge to hold the school to account. The thoroughness of evaluation helps the governing body to contribute significantly to strategic decision making.

A wide range of successful partnerships, with the parish church and educational and community organisations, has an excellent impact on provision and pupils’ learning. It includes a very positive liaison with the pre-school provider now based on the school site. The home-school partnership is good. The school works hard at the link, providing guidance to parents and carers on pupils’ learning, reporting regularly on progress, and keeping all fully informed of events. Notwithstanding the mainly individual concerns of a small group of parents and carers that have been expressed to inspectors, parents’ and carers’ above-average levels of satisfaction with the

school reflect the good quality of home-school liaison.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Reception Year children are taught in a class alongside Year 1 pupils. They settle quickly in school, as a result of well-forged links with the pre-school providers and with parents and carers. Good behaviour, high-level confidence, and very positive relationships underpin the children’s responsiveness and keenness to take full advantage of the exciting experiences provided. That was very evident, for example, when the children investigated where ice is best stored to keep it frozen in readiness for a visitor from the South Pole.

Good teaching and a stimulating classroom learning environment are the cornerstones of the good provision. Learning opportunities are planned carefully to provide a balance of indoor and outdoor learning and children move to and fro between these environments throughout the day. The compact outdoor area and lack of resources compared with indoors places some restrictions on the extent of creative, imaginative play and so children’s curiosity and independence are stretched less effectively. Regular assessment of children’s learning by recording observations of their successes and areas for development is used well to plan next stages in learning for each child. That contributes significantly to the good progress the children are making. The records of the current Year 1 pupils show that they made good progress in the Reception Year in all areas. That resulted in above-average attainment overall by the end of the year.

The Stage is led and managed well and the leader is supported well by the headteacher. Capacity to improve is enhanced by the leader’s drive and enthusiasm, although the school recognises the need for strategic planning to be more precise, in order to prioritise what is needed to make this aspect of the school’s work

outstanding. The teacher receives excellent support from two knowledgeable teaching assistants. Together, they ensure that all children have a good start to school life.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 of the Early Years Foundation Stage	2

## Views of parents and carers

Over 60% of parents and carers returned the questionnaire. That is a high return rate. The vast majority of those parents and carers are confident that the school provides a good quality of education. Levels of satisfaction are above average. Parents and carers see many strengths. They are confident that their children are safe in school and they are appreciative of the good quality of teaching and the extent to which their children enjoy school. Those questionnaires that had additional, positive comments, mainly, reinforced the positive view of the quality of teaching. That matches inspection evidence, insofar as nearly all teaching observed was good and some had outstanding features. The number of positive written comments was matched by expression of concerns. Most raised concerns related to individual experiences, upon which inspectors are unable to comment. The school’s response to a small number of criticisms of how complaints have been handled has been to refer to the existence of an ‘open-door’ policy. Inspectors have urged the school to take every opportunity to remind parents and carers constantly of the opportunities for dialogue that exist. A small group of parents and carers seek more frequent information on pupils’ progress and the school is addressing this through provision of an additional mid-year report from March 2012.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winsley Church of England 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	61	25	38	0	0	0	0
The school keeps my child safe	40	61	26	39	0	0	0	0
The school informs me about my child’s progress	21	32	40	61	5	8	0	0
My child is making enough progress at this school	20	30	39	59	7	11	0	0
The teaching is good at this school	26	39	36	55	3	5	0	0
The school helps me to support my child’s learning	23	35	35	53	4	6	2	3
The school helps my child to have a healthy lifestyle	25	38	40	61	1	2	0	0
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)	24	36	35	53	1	2	0	0
The school meets my child’s particular needs	18	27	39	59	7	11	0	0
The school deals effectively with unacceptable behaviour	23	35	35	53	4	6	0	0
The school takes account of my suggestions and concerns	20	30	35	53	3	5	3	5
The school is led and managed effectively	30	45	30	45	2	3	3	5
Overall, I am happy with my child’s experience at this school	35	53	28	42	3	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.



25 November 2011

Dear Pupils

**Inspection of Winsley Church of England Primary School, Bradford-on-Avon BA15 2JN**

We thank you for helping us during the inspection of your school. We enjoyed talking to you especially and listening to your views. We have taken these views into account in writing this report. Winsley Church of England Primary School is an outstanding school. Here are some of the main findings from the report.

- You work hard and are making good progress in all your work. By Year 6, standards are high, particularly in English and mathematics. We were very impressed by the writing we saw in each class, by the artwork and by some of the music that we heard.
- You are taught well, but we want teachers to give you more ideas about how you can improve your work and also to encourage you to think for yourselves about how it can be improved.
- Your behaviour is outstanding. We were very impressed by the way that you look out for and help each other and by the interest you show in other pupils' work.
- You have an outstanding understanding of the importance of healthy eating and regular physical activity.
- You do many jobs around the school and this is an excellent contribution to the school. You also do many things to help the local community.
- You say you feel very safe in school. That is because all the adults do an excellent job in looking after you and making sure that you get help whenever you need it.
- All the staff and the governing body work outstandingly well together to help the school to improve.

All of you can help your teachers to make Winsley Church of England Primary School an even better school by continuing to work hard and enjoying your learning. Thank you once again for your help during our visit and best wishes for your work in the future.

Yours sincerely

Colin Lee  
Lead inspector (on behalf of the inspection team)

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