

# Wincanton Primary School

## Inspection report

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<b>Unique Reference Number</b>	123667
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359482
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Lane
<b>Headteacher</b>	Graeme Wilson
<b>Date of previous school inspection</b>	31 January 2008
<b>School address</b>	South Street Wincanton BA9 9DZ
<b>Telephone number</b>	01963 32132
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by 9 teachers. They observed the school's work, scrutinised documents and policies and held meetings with staff, pupils, parents and members of the governing body. There were 84 responses to parental questionnaires.

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

- The reasons for differences in progress across Key Stages 1 and 2.
- The effectiveness of the monitoring of teaching and learning in helping to raise attainment.
- The level of support and challenge provided by the governing body.
- The effectiveness of the Early Years Foundation Stage in securing a good start to the education of its children.

## Information about the school

This is an average-size primary school where numbers on roll have been falling in recent years. There are lower-than-average proportions of pupils eligible for free school meals and from minority ethnic groups. There is a small, though increasing, minority of pupils with English as a second language. There are increasing numbers of pupils with special educational needs and/or disabilities, though the proportion is still below average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. There is an ethos of caring for and helping one another and pupils say that they are happy coming to school. Parents express their appreciation for the work of the new headteacher who, one said, has made 'significant improvements in all areas'. There are good relationships with parents and carers.

Good progress in the Early Years Foundation Stage ensures children are ready and prepared for the main school. Pupils make satisfactory progress across Key Stages 1 and 2 and leave with attainment that is broadly average. There have been inconsistencies in the rate of progress across the school with pupils historically, making less progress in Years 1 and 2 than higher up the school. Recently, teaching has improved in the first two years and progress has risen. However, last year, pupils did not do so well in Years 5 and 6 and attainment dropped a little. Overall, pupils' achievement is satisfactory.

Teaching is satisfactory and generally provides opportunities for pupils to explore the world and its cultures, build skills in English, mathematics and science and enjoy learning how to be healthy individuals. Progress in writing has not been as good as it should be and the school has improved opportunities for creative and extended writing across the broader curriculum. There have been many new arrangements made for the curriculum recently, opening up some lessons for pupils to work across subjects and explore their creativity. The school engenders a good understanding and appreciation of its own community. There are good opportunities for pupils to volunteer, such as through acting as first aiders at break times or as friendship buddies.

The school provides satisfactory care and support for its pupils and for those with special educational needs and/or disabilities. There are good strategies in place for one-to-one support. The senior leadership team is beginning to communicate its ambitions for the school. However, teachers do not always make the best use of assessment to help them plan and deliver lessons that fully stretch their pupils. Pupils who are more able are not always given the chance to work on tasks that really challenge them. This holds them back. The monitoring of teaching is not always perceptive enough and, although most teachers provide good opportunities for pupils to engage well with their work, time is sometimes wasted in tasks that have ill-defined learning objectives. This means that the school has a satisfactory capacity to sustain its improvements. The governing body, while it supports the school well, does not yet understand the school well enough to provide a full level of challenge to senior leaders.

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

- Raise attainment by:

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- Improve the accuracy and focus of monitoring of teaching to help teachers more effectively plan and deliver the new curriculum.
- Improve the effectiveness of governance by developing the governing body's understanding of the school to enable greater challenge and accountability.
- ensuring all lessons provide sufficient challenge for pupils, particularly the more able
- making better use of assessment to ensure tasks build more effectively on pupils' prior learning.

**Outcomes for individuals and groups of pupils****3**

Children enter Reception with attainment levels that are currently below those expected for their age. Pupils' achievement is satisfactory across the school because most lessons provide help, support and guidance that ensure adequate learning. Those with special educational needs and/or disabilities make good progress since these pupils receive good quality targeted support, in groups or through one-to one tuition. These pupils make good strides in the development of their personal and social skills, sometimes through the very specific care received in the nurture group, a class for a small group of learners who need extra help to access what is on offer.

Pupils' progress in writing has been inconsistent and the school has this as a focus for its current lessons. Pupils enjoy the challenges of producing extended pieces of work. Sometimes pupils are held back because teachers limit possibilities in tasks that are too narrow, particularly for the more able. In lessons, assessment is sometimes only used to measure final outcomes, rather than what goes on during the work. This means pupils do not always understand their next steps. Progress in mathematics is higher than in English.

Pupils behave well and move through activities smoothly and generally without fuss. They play safely and harmoniously in the playground, often working for the good of their community, helping with simple first aid or buddying up with another pupil. They understand the need to be active, playing sport for the school or by enthusiastically taking up the active play equipment that is provided at playtimes.

Pupils feel safe and supported and they understand what to do if they have worries. Attendance is average and pupils enjoy their work, understanding the importance of a healthy lifestyle. There is good understanding of the importance of community, both in school and beyond. The link with a school in Zambia has engendered a great deal of enthusiasm among pupils and is leading to some interesting work links and projects. Pupils put their understanding of the world to good use in lessons, including when they use information and communication technology. This is employed across the curriculum, for example in art, where pupils have enjoyed making pictures about the wider world and its cultures.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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

## How effective is the provision?

Teaching is satisfactory but is inconsistent across the school. Learning slows down when teachers do not provide a suitable range of tasks for all, particularly more-able pupils, or when they do not assess how well work is progressing during the lesson. Teachers ensure those with special educational needs and/or disabilities receive high quality support but do not always set up lessons for the whole class with adequate explanations or challenge so that every pupil gets the most out of learning. The best lessons ensure work is exciting and achievement is celebrated. These lessons build pupils' confidence in their ability and in taking risks. Where learning is less successful, goals are not communicated and shared and expectations are not clearly imparted from the outset. Pupils usually enjoy lessons and work hard, collaborating well with one another as required.

The new curriculum has not had sufficient time to become fully established in all classes, though there is already an excitement about some of the creativity embedded within it. However, the learning environment in classrooms does not reflect this creativity and helpful new vocabulary is not displayed consistently in all classrooms. The work is planned around themes and encompasses different subjects. It is designed to build skills progressively. Although the teams of teachers working together to reorganise the curriculum have worked hard to establish the new approach, senior leaders have not yet formally monitored how successful it is in raising attainment. The curriculum has engaged

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pupils' enthusiasm through initiatives such as 'learning to be a paramedic' and learning mathematics through strategy games.

Provision for potentially vulnerable pupils is effective and meets their needs well in helping them develop their social skills and confidence. There are useful systems for understanding pupils' next steps in learning, but these have not been fully implemented across the school. This limits pupils' independence and they do not always know what to do next, unless they are told. There are good transition arrangements at both ends of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Senior leaders are forming a clearer idea of what the school needs to do to raise attainment. They have set out their major priorities, such as developing the workforce through further professional development. Classroom monitoring is not fully effective, as observations do not always focus clearly enough on learning to enable everyone to understand what makes a good lesson. Improvements in teaching have occurred, but this is inconsistent. Leaders have ensured vulnerable pupils are well catered for but the more able are still not fully stretched because the ambitions for these pupils are not high enough. Team leaders are beginning to develop the work of teaching assistants. The new coordinator for special educational needs has started to evaluate their work, for example by looking at the effectiveness of interventions through detailed lesson observations. This has not yet had sufficient time to show its impact.

Governors are supportive and a visible presence in school. They have begun to develop their understanding of the school's strengths and areas for improvement but are not well enough informed to provide robust challenge to the school. Although they understand some of what needs to be done, such as staff changes and training, their understanding comes mainly from senior leaders. The governing body has ensured that systems for safeguarding are robust and closely monitored and that the procedures for ensuring site security and vetting staff are fully in place and effective.

Parents are very happy with the school. The overwhelming majority are supportive, and feel their children are doing well. There are good links made through the nurture group and pupils with particular social needs are well catered for. There is a good range of educational partners, effective links with other providers at transition times and close relationships with care agencies. Local business partners help enrich the curriculum, adding a work-related aspect to some learning.

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Leaders ensure that those with special educational needs and/or disabilities are well catered for and these pupils have opportunities to join in with enrichment activities. There has been some analysis of their participation in school life as a whole, but this is underdeveloped. Those who are more able do not receive the challenge that they might in lessons, and the differences between the key stages have been marked over a long period. Senior leaders have strategies in place to overcome these inconsistencies, but they have not yet fully tackled them.

The senior team is taking appropriate steps to promote equality of opportunity and tackle discrimination. New pupils are welcomed and helped by their peers. The community in school is vibrant, with a high degree of harmony and cooperation between pupils. There has been less of a focus on the national community but, internationally, the initiative with a Zambian school is sparking conversations and excitement amongst pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

**Early Years Foundation Stage**

From below average attainment on entry, all children make good progress across all areas of learning and achieve well. The well-planned range of learning experiences in doors and outside enables children to develop good skills that will help them to be successful in the next stages of their education. Stimulating and challenging activities are well planned to meet the needs of the children, and teachers ensure that all children are given good support in their learning. The relationship between home and school is effective, enabling parents and carers to contribute to their children's learning. While children are encouraged to be independent in their work, play and social interactions, staff do not always give enough opportunities for them to develop these skills.

The Early Years Foundation Stage is well led and managed and safeguarding procedures are robust. There is a well-managed outdoor area, where children learn through play and

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exploration with larger equipment. Good systems for assessment enable teachers to keep regular checks on children's progress in all areas of learning. The contribution made by learning assistants is good and provision is continually being evaluated to ensure any gaps in children's learning are addressed.

*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

The inspection scrutinised the responses to parental questionnaires and found that the overwhelming majority of parents are happy with their child's experience at school. A small minority of parents said they did not think their children are making sufficient progress. The inspection found that most pupils make satisfactory progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Wincanton 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	50	41	49	1	1	0	0
The school keeps my child safe	44	52	40	48	0	0	0	0
My school informs me about my child's progress	32	38	49	58	2	2	0	0
My child is making enough progress at this school	27	32	50	60	4	5	0	0
The teaching is good at this school	31	37	52	62	0	0	0	0
The school helps me to support my child's learning	28	33	51	61	3	4	0	0
The school helps my child to have a healthy lifestyle	22	26	61	73	0	0	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)	32	38	48	57	2	2	0	0
The school meets my child's particular needs	27	32	52	62	3	4	0	0
The school deals effectively with unacceptable behaviour	28	33	51	61	3	4	0	0
The school takes account of my suggestions and concerns	24	29	57	68	0	0	0	0
The school is led and managed effectively	36	43	48	57	0	0	0	0
Overall, I am happy with my child's experience at this school	38	45	45	54	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 October 2010

Dear Pupils

**Inspection of Wincanton Primary School, Wincanton BA9 9DZ**

Thank you very much for making us feel so welcome when we inspected your school recently. We really enjoyed talking to so many of you and found that you are helpful, courteous and enjoy taking care of each other.

You behave well and learn many interesting things about the world around you, but we found that you do not always make fast enough progress in lessons. Your school provides you with a satisfactory education and we have asked your teachers to do a few things to make school even better.

- Make sure all lessons challenge you and help you to make faster progress, particularly those who are most able.
- Help you understand how well you are doing by using assessment in lessons more regularly. If you are not sure about your progress, you should ask your teachers.
- Make sure all teachers are thoroughly checked to help them improve their work.

Ensure the governing body finds out all it can about the school so it can challenge the school to do better.

You can help by working as hard as you can in every lesson.

Yours sincerely

Carolyn Carnaghan Lead inspector

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