

Winnall Primary School

Inspection report

Unique Reference Number	115963
Local Authority	Hampshire
Inspection number	357855
Inspection dates	3–4 November 2010
Reporting inspector	Andrew Saunders

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Peter Brown
Headteacher	Nick Smith
Date of previous school inspection	12 November 2007
School address	Garbett Road Winchester SO23 0NY
Telephone number	01962 853889
Fax number	01962 861462
Email address	nick.smith@winnall.hants.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons taught by four teachers. They held meetings with senior leaders, groups of pupils, staff and members of the governing body, and spoke to parents informally. They looked at pupils' work, the school's tracking of pupils' progress, teachers' lesson plans, school policies and procedures, school leaders' monitoring of teaching and learning, school development plans, minutes from meetings and the questionnaires received from 56 parents and carers, as well as responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The most recent results in national tests and what this indicates about the attainment of pupils, particularly in English at Key Stage 2, and whether boys and girls reach similar standards.
- The extent to which pupils are provided with appropriate tasks and input to bring about improvements, and whether these are adapted during lessons, in response to teachers' evaluations of how pupils are doing.
- The attitudes of pupils towards learning, whether they know what to do to improve and how their behaviour contributes towards good learning.
- The attendance of pupils.
- The impact of the changes to the leadership structure in bringing about further improvements.

Information about the school

Winnall Primary School is smaller than average. The proportion of girls and boys is uneven in some cohorts. The proportion of pupils known to be eligible for free school meals is well above average. Almost all pupils are from a White British background and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average; this includes an above-average proportion of pupils with statements of special educational needs and/or disabilities. These pupils include: those with moderate learning difficulties; behavioural, emotional and social difficulties; speech, language and communication needs. There are a very few pupils with a range of physical disabilities or with Autistic spectrum disorder. Among the awards the school has gained, it has achieved the Healthy Schools award. The Early Years Foundation Stage comprises a mixed year group class, of which about half the pupils are in Reception and the others are in Year 1. During the inspection, the great majority of Year 6 pupils and a few Year 5 pupils were on a residential trip. The school includes a breakfast club, located at the nearby community centre, and it is run by the school. This was part of this inspection. There is a Children's Centre located next to the school, which is run separately from the school. This is subject to a separate inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school because the exceptional care, guidance and support of the staff have developed in pupils a strong sense of well-being and resilience, so that they enjoy learning. The dedicated leadership of the headteacher has brought about further improvements since the last inspection and along with his leadership team, he provides an ambitious vision to provide high-quality learning experiences for the pupils. Any concerns are quickly identified, for example through good use of data or knowledge of individuals, and appropriate solutions are pinpointed and implemented. Consequently the capacity to improve further is good. The development of the curriculum is now well established and effective in bringing learning to life, with realistic and interesting topics providing the focus for learning key skills. Along with the good teaching, this enables pupils to make increasingly good progress across the school. By the end of Year 6, the attainment of pupils is improving; in the most recent national tests, they reached standards which were broadly average in English and mathematics. Many start from very low levels of skills and knowledge when they join the school, but make good progress and achieve well. The Early Years Foundation Stage gives them a particular good start to their learning. Pupils who face very significant issues in their lives are particularly well supported so that they overcome these and are able to learn successfully.

Requirements for safeguarding are met and the school ensures that procedures and policies are regularly reviewed and updated, to provide a safe environment for the pupils. Consequently, pupils indicated that they feel safe and parents agreed with this. A parent expressed a common view when they said, 'I am very impressed with the school so far, and particularly like the way they include family in the school life, the result being a very caring and friendly feeling school environment.' Another recognised the positive impact of the school in the community in their comment, 'We love this community-spirited school. It helps to instil confidence in all of the children by encouraging good behaviour.' Inspectors agreed that the behaviour of the pupils has a positive impact on their learning; those pupils who have behavioural, emotional and social difficulties are very well supported so that they do not disrupt the learning of others and make good progress themselves. Pupils have few opportunities to interact with those who may be different from them, and have limited understanding of the beliefs and lifestyles of others within a multicultural United Kingdom. While attendance has improved since the last inspection it needs to rise further. The school has been understanding of family circumstances, but is starting to be more robust in communicating the importance of good attendance for all pupils. Pupils develop responsibility through a range of opportunities, such as the school council, which has been effective in developing guidelines for healthy snacks. The school has also worked with parents to improve understanding of the importance of having a healthy breakfast, for example through family workshops. As a result of these partnerships, the school achieved

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the Healthy Schools award. The breakfast club is well organised and popular with pupils and provides those who go to it with a good start to the day.

What does the school need to do to improve further?

- Raise attendance further, by ensuring all pupils and parents understand the links between attendance and good achievement and that the school carefully monitors this and gives a consistent, robust message about this.
- Improve pupils' understanding of the beliefs and lifestyles of others by:
 - increasing the opportunities for them to interact personally with pupils from a range of other cultures
 - evaluating the impact of the school's work towards equality of opportunity.

Outcomes for individuals and groups of pupils

2

Pupils enjoy being at school because of the excellent support they get and the good relationships they establish. The work they are given is well focused on their needs, so that they are appropriately challenged. Pupils participate in lessons enthusiastically and are encouraged to develop considerable independence, for example in developing their own further challenges for their tasks. As a result, they make good progress from their starting points. In recent years, attainment has been improving in both key stages. In Key Stage 1, recent results remained slightly below average overall. During Key Stage 2, good progress continues and work in lessons and in books shows that these pupils are working at a similar level to other pupils their age. Boys and girls perform similarly, although there have been differences in some cohorts, because of the imbalance of numbers and the high proportion of either male or female pupils with special educational needs and/or disabilities. Pupils with a wide range of needs are very quickly and efficiently identified and they receive well-matched help from the teachers, the teaching assistants and a wide range of other partners. This goes beyond school, so that families are helped to support these pupils as well. As a result, they too make good progress, and some make exceptional progress.

The school is highly inclusive and pupils who may have behavioural, emotional and social difficulties are helped to become members of the community. Other pupils are understanding of those who may have difficulties, and are helpful in reminding each other about the high expectations of the school. As a result, behaviour is good; pupils get along with each other amicably and often resolve issues themselves, with great maturity. Pupils make good choices towards leading healthy lives, such as participating in many different sports tournaments. They show concern for those who may be less fortunate than they are and contribute towards making changes to help. The school has a new system to quickly follow up pupils who are not at school and this is helping to improve attendance. Pupils have a good grasp of spiritual, moral and social issues, and show deep respect when they have opportunities to reflect. Their understanding of other cultures is less well developed, as they have few opportunities to interact with those who may be different from them. They thoroughly enjoy opportunities to explore music and wrote wonderful descriptions of their visit to the Globe Theatre in London, to study Romeo and Juliet.

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These are the grades for pupils' outcomes

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

¹ 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?

There are well-established systems to keep track of pupils' progress, which are clearly understood and used by teachers. As a result, lessons are carefully planned to meet the needs of individuals and the work provided is at the right level. During lessons, teachers further adapt the input and level of challenge as they assess how quickly pupils understand and develop the skills they need. There is a well-embedded thematic approach to the curriculum, which ensures that basic skills are developed and practised in a wide range of interesting contexts. This deliberately ensures that boys and girls are similarly engaged and makes good use of local resources and influences. For example, pupils in Key Stage 2 found the topic around the historical Winchester workhouse particularly interesting, and a visit to a local army camp helped Year 5 and 6 pupils to 'Think Safe'. Other visits and visitors help to enliven the work they do, such as a visit from an author, work with the university of Winchester using video links, and opportunities to exhibit work at a local museum. As a result of these learning opportunities which expand their views of the world, pupils' writing, in particular, has improved. They have good opportunities to use computers and develop their information, communications and technology skills. The school's work on personal, social and emotional development is underpinned by the exceptional care teachers show for the pupils. Every pupil is known as an individual and where additional support is needed, the school goes out of its way to find those who can best help. As a result, those who face difficulties are particularly sensitively looked after so that they are helped to thrive.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Although recently established, the leadership team is already well informed and effective in supporting the headteacher in bringing about the strong vision to improve outcomes for pupils. The headteacher is highly regarded by pupils, staff and parents, who say he is always available if they need to speak to him. Leaders across the school are very knowledgeable about their areas of responsibility and they are enabled to identify and cultivate creative solutions to issues that arise. Teaching continues to improve because staff are keen to try out new ideas and help each other to deliver the best lessons they can, for example through peer observations. They enthusiastically share the vision for the pupils' best interests. Safeguarding routines are appropriate and the required policies and procedures met government requirements at the time of the inspection. The school ensures that everyone in the school has equal opportunities and that any discrimination is tackled effectively. However, the school has not yet carried out an audit of the impact of these policies, and pupils are not well informed about the lifestyles and beliefs of those who may be different from them, particularly within the United Kingdom. The school is highly regarded within the local community and a very significant factor in bringing about improvements. At a national level, pupils participate in a range of tournaments and exhibitions, and they have had some interaction with pupils in a school in Uganda. The governing body brings a wide range of helpful skills to support the school and is well informed to fulfil its statutory duties; governance is good. Members of the governing body provide good levels of challenge and are developing a more active role within the school, for example by linking with classes at the invitation of the pupils. The school actively seeks out beneficial partnerships with a range of others who can contribute towards pupils' learning or development, such as the Children's Centre. They have provided parents with particularly useful opportunities to understand how they can support their children at home, as well as practical opportunities such as learning about healthy eating.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is exceptionally well led, and the provision is outstanding because it is so well focused on providing a rich learning environment for the particular, often complex, needs of the children. Historically, children have joined the school with skills and knowledge which are typically well below those of children their age, notably in communication, language and literacy. As a result of the considerable expertise and care of staff, children quickly feel comfortable with the routines and expectations and develop great confidence in accessing resources for themselves. The staff have recognised the issues around communication, language and literacy and have been highly proactive in supporting parents and groups before children start at the school. This is having the desired impact and children joining the school this year are better placed to learn when they arrive. For example, opportunities for speaking and listening are emphasised and children enjoy trying out their sounds and letters. By the time they move into Year 1, children have made up ground and are well prepared for the next stage of their learning. The transition to Key Stage 1 is made very smoothly, because of the mixed year group classes and the excellent knowledge of staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation	1

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

Stage	
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Views of parents and carers

The number of questionnaires received by the inspection team represented just under half of the families, and an above the average response rate. Almost all parents and carers indicated positive views of the school, with very few negative issues. The most negative view was about whether the school deals effectively with poor behaviour. Inspectors found that the school has particularly effective systems in place to manage any incidents of poor behaviour, and that these are implemented efficiently so that they are dealt with before they escalate. Pupils themselves felt that the school does deal with any incidents well, and they were supportive of each other when someone was finding things difficult. Informal views of parents and carers gathered at the start of the school day agreed with the highly positive views of the school expressed in the parent questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winnall Primary 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	64	19	34	1	2	0	0
The school keeps my child safe	35	63	18	32	1	2	0	0
My school informs me about my child's progress	31	55	25	45	0	0	0	0
My child is making enough progress at this school	28	50	25	45	2	4	0	0
The teaching is good at this school	34	61	20	36	1	2	0	0
The school helps me to support my child's learning	30	54	24	43	2	4	0	0
The school helps my child to have a healthy lifestyle	30	54	24	43	2	4	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)	26	46	27	48	1	2	0	0
The school meets my child's particular needs	28	50	26	46	1	2	0	0
The school deals effectively with unacceptable behaviour	26	46	19	34	9	16	0	0
The school takes account of my suggestions and concerns	24	43	23	41	5	9	1	2
The school is led and managed effectively	29	52	22	39	3	4	0	0
Overall, I am happy with my child's experience at this school	33	59	20	36	2	4	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 November 2010

Dear Pupils

Inspection of Winnall Primary School, Winchester SO23 0NY

Thank you for having us in your school and for showing us the work you were doing. We thoroughly enjoyed hearing what you think about your school. We have looked at many things in your school and have judged that it is a good school.

Here are some of the things we were particularly impressed with.

- The teachers care a great deal for you and make a huge effort to support you, particularly when things may be very difficult for you, at school or at home.
- They know each of you very well, and how you are doing in your work. As a result, they ensure you have interesting work to do that is challenging.
- This helps you make good progress, so that the standard of your work has improved to average levels by the end of Year 6.
- You enjoy being at school, and like the topics you study. You told us there are always lots of things to do, including the clubs and visits.
- Those of you who find learning more difficult receive particularly good support so that you also make good progress; some of you make exceptional progress.
- You are good at making choices to live a healthy lifestyle, and know how to keep yourselves safe, for example on the internet.
- Your behaviour is good, because you know what is expected and you help each other to keep up to these expectations. You can be proud of the way you sort out differences, often without adults, in a mature way.

I know that the headteacher and all the adults are determined to carry on making the school even better. We have asked the school to improve two things.

- Make sure your attendance keeps improving; you can help by making sure you are always at school when you should be.
- Help you to understand more about what people from different cultures believe, and about their lifestyles, by giving you more opportunities to interact with them.

Above all, you should continue to enjoy learning and being such a positive part of the school. We wish you every success for the future.

Yours sincerely

Andrew Saunders

Lead inspector

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