

# Winshill Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	134777
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	360639
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Gerald Griffin

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mick Duffill
<b>Headteacher</b>	Kathleen Ann DaSilva
<b>Date of previous school inspection</b>	26 February 2008
<b>School address</b>	Brough Road Winshill, Burton-on-Trent DE15 0DH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons taught by seven teachers. They observed break times and held meetings with governors, staff, and groups of pupils. Parents and carers at the school gate were spoken to informally. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 61 pupils' questionnaires, 24 staff questionnaires and 24 parents' and carers' questionnaires.

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

- the progress of pupils in mathematics at Key Stage 1
- the progress of girls at Key Stage 2
- teachers' use of data to plan lessons that challenge pupils well
- the effectiveness of improvement planning in accelerating progress across the school.

## Information about the school

Winshill Village is a smaller-than-average sized primary school. Most pupils come from White British families and the remainder come from a wide range of minority ethnic heritages. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have moderate learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils eligible for free school meals is above the national average. The Early Years Foundation Stage provision comprises a Nursery class and a Reception class. The school has recently gained a number of awards including Activemark and Healthy School status. The headteacher has been in post for eighteen months. A children's centre is based on the school site. The Cygnets pre-school club, which is also based on the site, is privately managed and inspected separately.

**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**

**2**

## Main findings

Winshill Village Primary is a satisfactory school. It provides a very safe, caring and happy atmosphere in which pupils grow into confident and mature young people. Parents and carers are very pleased with the improving standard of education the school provides. One parent told an inspector, 'My child is very happy at school and I am pleased with her progress. The school has a tremendous community spirit and it is rapidly getting better'.

Inspection evidence endorses this parent's comments. Since the last inspection, the school has had several changes of headteacher and standards fell during this time. Under the determined leadership of the current headteacher, the school has successfully tackled past underachievement and poor behaviour through effective improvement plans. As a result, progress and achievement are satisfactory and improving strongly. This is particularly evident in the Early Years Foundation Stage and in Years 1 and 2, where progress is good. Progress is accelerating at Key Stage 2, especially in reading and writing. Here, progress in mathematics is improving less quickly than in English because pupils' ability to solve mathematical problems is a weakness in their work. Attainment is average and is rising. Behaviour is good and lessons are no longer disrupted by poor conduct. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff. Leaders' rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

There are many signs that teaching is improving. Relationships in lessons are very positive and pupils are keen to learn. Teachers use resources such as games and computers well to engage their classes and promote learning. In the best lessons, pupils are challenged by their work and make good progress. Teaching is satisfactory because it is not yet a consistent picture. Sometimes learning slows, for example, when lesson introductions last too long or when learning objectives are not clear enough. Occasionally, work does not match closely enough the needs of different pupils in the class to ensure all make good progress.

Pupils feel very safe and very much enjoy all aspects of school. Their personal development is good. Care is outstanding. Pupils confidently approach adults with any problem knowing their worries will be quickly resolved. The school supports pupils and families whose circumstances make them vulnerable extremely well, which enables learners to take full advantage of all that the school offers.

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

- Improve teaching so that the level of challenge and progress in lessons is consistently good by:

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- making sure introductions to lessons do not last too long
  - providing clear instructions so that pupils understand what they need to do to succeed in each task
  - ensuring work closely matches the needs of each pupil so that each individual is fully stretched.
  - Improve progress in mathematics at Key Stage 2 by providing more opportunity for pupils to practise solving mathematical problems.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

All groups of pupils, including those with special educational needs and/or disabilities, enjoy learning and their achievement is satisfactory. Pupils who speak languages other than English at home make rapid gains in the language because of the expert help they receive from staff. The learning observed during the inspection was always at least satisfactory, and was good in about half of the lessons. Pupils were curious, and confidently discussed ideas in small groups and with their class without fear of making a mistake. This promoted well their communication skills, understanding and confidence. Pupils' planning and research skills are improving strongly and many are already proficient as independent learners. Many pupils assess their own work and that of their peers accurately against targets, which gives them a clear insight into their progress and how they can improve their work, in which they take real pride.

The progress of older girls, which had been slow in the past, is now the same as that of the boys. The school has worked hard to raise the self-esteem and aspirations of these girls through individual tutoring and this has accelerated their progress. Girls now fully participate in lessons because their learning is no longer hampered by the poor behaviour of a minority of the boys.

Progress in mathematics at Key Stage 1 has improved significantly. This is because teachers' expectations are now high and training has equipped them with skills to plan and deliver challenging and exciting lessons. For example, teachers assess pupils' work accurately and use this data to plan next steps that stretch each member of the class.

Pupils are confident that the rare cases of bullying are quickly dealt with. They take great care to ensure that they and others do not come to harm around the school and in play areas. Pupils understand well the need to eat a healthy diet and take plenty of exercise and this is reflected in the school's national awards. The school council is very active and influential. Pupils readily provide the school with feedback about their learning and the curriculum, which is helping leaders improve provision. Many older pupils attend and contribute to governors' meetings, Parish and Local Youth Council meetings and take responsibilities in a local allotment. They collect generously for charity. Pupils' average standards in the basic skills and their positive attitudes mean that their preparation for secondary school is satisfactory. Pupils reflect maturely on their feelings. A strong moral code underpins their good behaviour. They collaborate well in groups and readily share resources. Pupils have a well developed understanding of the diversity of British culture and their spiritual, moral, social and cultural development is good.

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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	3
<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>1</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?

Teachers assess pupils' work accurately and are making increasingly good use of this information to plan challenging lessons. Marking and other feedback are providing pupils with a clear understanding of how they can improve their work in many classes, but not in all. The school recognises that there aspects of teaching that can be better. Teaching assistants are making a valuable contribution to learning, especially for pupils with special educational needs and/or disabilities. For example, by playing educational games with these pupils and observing their performance and reporting this to the teacher.

The curriculum supports aspects of pupils' personal development well. For example, in an assembly, pupils thought carefully about why they worry at the start of a new term and how they could help each other overcome their fears of change. Pupils enjoy the many educational visits which broaden their horizons. The school is working hard to improve pupils' problem-solving skills in mathematics, with real success at Key Stage 1. It is too early to judge the success of other recent changes to the curriculum.

Excellent attention is given to all aspects of care, guidance and support. Staff use their detailed knowledge of each pupil expertly to provide a high standard of personal care. The school works very closely with a wide range of agencies to support families in challenging circumstances to sustain their children's learning. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is effective. The special

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educational needs and/or disabilities of pupils are accurately assessed, which ensures that all those who need support receive it. Their learning programmes mirror their needs precisely. The school's measures to improve attendance, which was low in the past, are proving successful and most pupils now attend very well.

*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>1</b>

## How effective are leadership and management?

Leaders articulate clearly to staff the school's challenging targets and their plans to make the school better. Middle leaders take a good level of responsibility for checking standards in their areas and ensuring that they are quickly improving. Leaders have accurately identified needs and, supported by good partnerships with consultants, have provided successful training that has sharpened teachers' skills; for example, in assessing standards in English and mathematics lessons and managing challenging behaviour. The governing body is very supportive. Its clear understanding of data and its independent evaluations of the pupils' standards underpins its robust challenge to the school over its performance.

The school puts its commitment to equal opportunities at the centre of its ethos and the success of its plans to remedy previous gender differences in progress shows that its policies are having a good impact. Safety and safeguarding are a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. The school is a very happy and harmonious society in which pupils from all backgrounds integrate well. It promotes community cohesion extremely well in the local area and there are many notable successes. For example, together with staff from the Children's Centre, it provides classes for the long-term unemployed which help them improve their basic skills and self-confidence before applying for college courses or work. Local teenage girls who are pregnant or have young children are provided with valuable support and guidance. The school is helping to raise the self-esteem and aspirations of the community by providing classes, for example, to learn to play a musical instrument. The school is rapidly developing links with communities abroad to support pupils' understanding of diversity.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Boys and girls make similarly good progress because teaching is good, especially in Reception. Most children enter the school with levels of attainment well below those expected for their age and many of them reach average levels by the time they start Year 1. Progress in boys' writing, which was slow in the past, is improving strongly because teachers provide them with more opportunities to practise this skill, for example by writing about Nursery Rhymes. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents feel well informed about their children's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the stimulating classrooms and outdoor learning areas.

Teaching provides exciting activities which children enjoy. There is an appropriate balance of teacher-led and child-chosen activities and adults encourage children to make decisions. For example, in a Reception class, children, who had only been in school a few days, were already gaining a good level of independence by making informed choices about their activities. Children enjoy their frequent outdoor learning. However, the Nursery outdoor learning area is small, which restricts its use for physical development. The school has recently secured funds to improve this resource.

The training, which leaders provide for adults who work in the Early Years Foundation Stage, is promoting their teaching skills well and this is helping to raise standards in the Nursery. Leaders are correctly working hard to fine-tune assessments to make planning more precise, so that children's progress is even better.



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*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

About one sixth of the parents and carers returned a questionnaire. They are overwhelmingly supportive of the school. Many of them commented about how happy their children are at school and how well they are cared for. Several wrote about how well the school resolves their concerns, and the improvements made by the new headteacher. A small minority of parents and carers think that the school does not always manage poor behaviour effectively. During the inspection, behaviour and its management in class and around the school was good.

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

Ofsted invited all the registered parents and carers of pupils registered at Winshill Village 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	42	13	54	0	0	0	0
The school keeps my child safe	10	42	13	54	0	0	0	0
My school informs me about my child's progress	13	54	11	46	0	0	0	0
My child is making enough progress at this school	10	42	13	54	1	4	0	0
The teaching is good at this school	10	42	14	58	0	0	0	0
The school helps me to support my child's learning	11	46	13	54	0	0	0	0
The school helps my child to have a healthy lifestyle	9	38	13	54	2	8	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)	9	38	14	58	0	0	0	0
The school meets my child's particular needs	9	38	14	58	0	0	0	0
The school deals effectively with unacceptable behaviour	8	33	13	54	1	4	0	0
The school takes account of my suggestions and concerns	5	21	17	71	1	4	0	0
The school is led and managed effectively	8	33	14	58	0	0	0	0
Overall, I am happy with my child's experience at this school	7	29	16	67	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.**



16 September 2010

Dear Pupils

**Inspection of Winshill Village Primary School, Burton-on-Trent, DE15 0DH**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining Years 5 and 6 in the lessons where you were learning about life and the culture of India. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Winshill Village is a satisfactory school and it is improving. Here are some of the things we found out.

Your teachers ensure that you get off to a good start in Nursery and Reception.

You told us you enjoy school and feel extremely safe and secure.

You try your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You are thoroughly involved in the school and local community.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school better.

We have asked the school to do two things to help you do even better in your learning:

Help you to always make good progress by making sure lesson introductions do not last too long, and by checking that you fully understand what each learning task requires and that your work is not too easy or too hard.

Improve the progress of older pupils in mathematics by providing them with more practice in solving mathematical problems.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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