

Winterringham Primary School

Inspection report

Unique Reference Number	117753
Local Authority	North Lincolnshire
Inspection number	358187
Inspection dates	10–11 November 2010
Reporting inspector	Jim Alexander

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Mr Andrew Holmes
Headteacher	Mrs Jacqueline Poustie
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons taught by four teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including policies for health and safety, the school's assessment records, reports to the governing body, development plans and safeguarding. The 40 questionnaires returned by parents and carers, as well as those returned by staff and pupils, were also analysed.

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

- The rigour with which the school tracks the progress and attainment of all pupils.
- The consistency in the quality of teaching and pupil progress across the school.
- How well assessment systems are used to support learning and accelerate progress.
- The impact of leaders and managers at all levels, including the governing body, on challenging and raising attainment across all aspects of the school.
- The actions taken by the school to promote community cohesion.

Information about the school

This is a smaller than average sized primary school. All pupils come from White British backgrounds. The number of pupils known to be eligible for free school meals is low compared to the national average. The proportion of pupils identified as having special educational needs and/or disabilities is broadly similar the national picture, although none have a statement of special educational needs. The school has gained a number of awards including Investors in People status, Sports Activemark, Healthy School status, Eco Silver, Fair Trade status and the International School Award.

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, which provides well for its pupils. In recent years, however, pupils' progress slowed and attainment fell from being above average. With the strong leadership of the headteacher, the commitment of all staff and the much better use of assessment to support learning, this decline has been arrested. Many effective strategies have been put in place. Whilst attainment remains broadly average overall, the progress made in lessons is accelerating quickly and is once again good. This sustained improvement is now helping pupils catch up with work missed.

This is a very happy school and pupils enjoy coming. They say that many of the opportunities they are given are 'really exciting' and 'we enjoy them lots'. Their enjoyment is evident; attendance has improved and is now outstanding. Pupils make an excellent contribution to school life. They are given many opportunities to serve as, for example, health and safety ambassadors. They understand the importance of staying fit and well, take plenty of exercise and eat healthily.

Overall, learning and progress are good because of the good teaching and pupils' increasing desire to do well. The majority of lessons provide good opportunities for pupils to achieve well. Across the school, those pupils with special educational needs and/or disabilities make particularly good progress, due to the well targeted support, carefully tailored programmes of work and the robust monitoring by leaders. The teachers have designed and embedded a good curriculum with an effective themed approach. This is having a positive impact in raising attainment, particularly in writing, as pupils use their skills across a range of subjects.

The governing body knows the school well, plays an active part in day-to-day life and asks the right questions to challenge and support the school to further improve. The school has a drive and determination to succeed and this, coupled with an accurate self-evaluation, provides a good capacity for them to further improve.

Provision in the Early Years Foundation Stage is good and children are helped to settle quickly. Very good relationships between the teacher and children ensure that they feel confident to engage in meaningful learning activities. The classroom has been thoughtfully arranged and children have regular easy access to, for example, laptops and 'talk-tins'. Best use is made of the very limited outdoor provision, but this remains an area for further improvement.

What does the school need to do to improve further?

- Raise attainment in Year 1 to Year 6 by:

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- accelerating the progress made by the more able pupils so that an increasing number gain higher levels in their work
 - improving the quality of marking to ensure all pupils get clear guidance about how to improve the quality of their work
 - ensuring that work set for individuals and groups closely matches the specific targets they have been given
 - reducing the amount of teacher input to allow increased time for pupils to work independently and in small groups.
- Improve provision in the Early Years Foundation Stage by extending and enhancing the facilities to learn outside, matching the good provision indoors.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and are enthusiastic about their learning. Pupils in the Year 3/4 class, for example, were very motivated to write, following an investigation into a possible alien landing in the school grounds. Year 5/6 pupils used work from their 'Inspiration Day' to develop their writing, describing Victorian school life. Pupils use information and communication technology (ICT) well to support their learning and this has become the accepted norm in the majority of lessons. Pupils take pride in their work and the quality of display around the school is good.

Pupils start school with skills that are generally typical for their age, although a minority have skills which are below those expected. This varies also from year to year due to the small cohort sizes. By the time pupils leave Year 6, their attainment is broadly average in English and mathematics. In a number of year groups, there is still some catch-up required from previous underachievement. School data, work seen in lessons and in pupils' books, however, demonstrate that the school is moving rapidly in the right direction. This can be seen, for example, by the increasing number of pupils in Year 6 that are currently working at the higher levels in English. The good support offered to vulnerable pupils and those with special educational needs and/or disabilities ensures that they also make good progress as they move through school.

Pupils are helped to develop confidence and belief in their own abilities to succeed. Consequently, by the time they leave Year 6, they are caring and independent young people, well prepared for the next stage in their education. Pupils across the school contribute to school life exceptionally well through, for example, the work of the school council. Play leaders also ensure that break and lunchtimes are happy and structured occasions. Behaviour in and around the school is good and pupils are good ambassadors for their school. The school's concerted effort to improve attendance since the time of the last inspection has been successful. Pupils' social, moral, spiritual and cultural development is good.

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

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	1
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	1
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?

Effective teaching across the school is once again enabling pupils to make good progress in lessons and as they move through school. In the best lessons, teachers make good use of the time available and create imaginative ways to engage pupils with their learning. In these lessons, teaching assistants are deployed well so that not a moment of time is wasted. Most lessons move on at a fast pace and pupils know their targets and how to achieve the next step in their learning. The level of challenge is well matched to their individual ability and teachers make good use of what they know about the pupils to extend their understanding further. In a small minority of lessons, however, the level of challenge is pitched more at one level and consequently does not stretch the more able. This is particularly the case in mathematics. On occasions too, teachers can talk for extended periods of time and pupils become passive in their learning. Work is not always specifically focused enough on pupils' individual targets. The quality of marking is also varied and not all pupils are given clear enough guidance about how to improve their work.

The theme-based curriculum is enhanced by a wide range of clubs and activities that are designed to appeal to a variety of interest. The Green Fingers gardening club and the renewable energy club are particular favourites. The school uses its partnership with other small schools and local sports clubs well to enable residential trips and sporting events to take place, which would otherwise be difficult to organise.

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Good care, guidance and support contribute to pupils' good personal development and sense of well-being. Every pupil has a named trusted adult and also a buddy so that even the youngest children acknowledge that 'everyone is very kind to us'. Good induction procedures and carefully planned transition, such as that developed between Early Years Foundation Stage and Year 1, ensure that pupils feel secure about change.

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	2

How effective are leadership and management?

The headteacher has appointed good staff, recognised strengths and equipped them to lead specific subjects or aspects, such as special educational needs. There is clearly a shared vision and strong determination to further improve. The school is inclusive, promoting equality of opportunity well and ensuring there is no discrimination. The school has evaluated its provision for community cohesion and promotes this well through its work in school, locally and also through their International Award work. The governing body care greatly about the school, is well informed and offers just the right balance of challenge and support. Recently appointed governors have received the training they require to take an increasingly active part in holding the school to account.

Safeguarding practices are regularly reviewed by the headteacher and the governing body and are good. They respond quickly to any concerns. Designated child protection staff and governors have up-to-date training and robust arrangements ensure the safety of all who work in the school. Improvements in attendance, the introduction of the good curriculum and the recent action taken to accelerate progress demonstrate the school has a good capacity to further improve. The school deploys its resources well and offers good value for money.

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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	2
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

Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1. They are helped to settle very quickly and good routines help them feel confident to use all the indoor and outdoor space available. Relationships between the recently appointed teacher and children are very good and this in turn encourages excellent behaviour. The unit is a well organised attractive learning environment, which provides a good range of activities, meeting the children's learning needs and interests well. Children are encouraged to use ICT and confidently use the interactive whiteboard to register themselves when they arrive in the morning.

Risk assessments are of a high quality and children enjoy a safe and caring start to their school life. Activities are well planned and the teacher is skilled in taking children's starting points and extending these to enrich their learning further. Good use is made of the very limited outdoor provision. The space, however, is too small for ride-on toys or large scale construction activities. Although safe, the surface is uneven and the fence will soon need attention. There is also no cover to provide shade from the sun or shelter from the rain; consequently, children are not always able to freely access the outdoor learning environment as they should.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A very large majority of parents and carers who responded to the questionnaire expressed very positive views about the school and praised staff for being approachable and always willing to listen. Overwhelmingly, parents and carers said their children enjoy school and describe the teaching as good. A small minority of parents and carers voiced concern about the progress their children were making, especially the more able, and felt they could be better informed. Inspection findings are similar to the range of views expressed by all parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winteringham 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	63	14	35	1	3	0	0
The school keeps my child safe	27	68	11	28	0	0	0	0
My school informs me about my child's progress	13	33	24	60	3	8	0	0
My child is making enough progress at this school	13	33	22	55	3	8	1	3
The teaching is good at this school	18	45	17	43	1	3	0	0
The school helps me to support my child's learning	15	38	19	48	0	0	2	5
The school helps my child to have a healthy lifestyle	19	48	17	43	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)	13	33	16	40	2	5	0	0
The school meets my child's particular needs	13	33	18	45	2	5	0	0
The school deals effectively with unacceptable behaviour	10	25	21	53	3	8	0	0
The school takes account of my suggestions and concerns	11	28	21	53	3	8	0	0
The school is led and managed effectively	15	38	22	55	0	0	1	3
Overall, I am happy with my child's experience at this school	16	40	19	48	2	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	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.



12 November 2010

Dear Pupils

Inspection of Winteringham Primary School, Scunthorpe, DN15 9NL

Thank you for the warm welcome we received when we inspected your school recently. I would like to let you know our views of your school. Winteringham Primary is a good school and your attendance is excellent. It is well led and you are given many opportunities to contribute, for example through being playtime buddies.

We are aware that you and your teachers have all been working hard recently to improve your work. The progress you are making is good and as a result attainment is improving and is broadly average by the time you leave Year 6. You obviously enjoy the fun learning activities teachers provide. The alien landing, for example, sparked your imagination. You also use ICT well to support your learning.

We have asked your school to do a number of things to raise your attainment further and to help your lessons become even more challenging, fun and rewarding. These are: to make sure that activities in lessons are planned so you can all learn at a good and challenging pace, especially for those of you who find work too easy; to ensure teachers mark your work in a focused way so that you clearly understand how to improve what you do; to provide work that closely matches your targets so you can more quickly reach the next step in your learning; provide more opportunities for you to work independently or in small groups.

We have also asked the school to extend and improve the outside learning environment for those children in Class One.

Thank you for completing the pupils' questionnaires and taking time to talk to us. Your contribution to the inspection was extremely helpful.

Yours sincerely

Jim Alexander
Lead inspector

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