

Winterton Junior School

Inspection report

Unique Reference Number	117787
Local Authority	North Lincolnshire
Inspection number	358195
Inspection dates	9–10 February 2011
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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Mrs Catherine Kemp
Headteacher	Mrs Catherine Logan
Date of previous school inspection	12 December 2007
School address	West Street Winterton, Scunthorpe Lincolnshire DN15 9QG
Telephone number	01724 732223
Fax number	01724 735397
Email address	head.wintertonjuniors@northlincs.gov.uk

Age group	7–11
Inspection dates	9–10 February 2011
Inspection number	358195

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 9 lessons taught by 8 teachers. They held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at pupils' work on display, in their books and in writing portfolios. Inspectors also scrutinised the school's assessment records, reports to the governing body, development plans and information regarding safeguarding and child protection. The inspection team considered the 83 questionnaires returned by parents and carers.

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

- The rigour with which the school tracks the progress made by groups of pupils
- The curriculum, and how well it has been developed to meet the needs of all pupils, particularly boys
- The consistency in the quality of teaching and learning, including the use of marking and targets to accelerate progress
- The effectiveness with which behaviour is managed so that all pupils feel safe and able to learn
- The impact of leaders and managers, at all levels, on sustaining improvements in pupils' outcomes.

Information about the school

This is a slightly smaller than average-sized junior school. Most pupils are from White British backgrounds and those from a minority ethnic heritage, or who have English as an additional language, represent a very small part of the school population. The number of pupils known to be eligible for free school meals is above average. The number of pupils identified as having special educational needs and/or disabilities is also above average. Since the previous inspection, the school has experienced an unsettled time within the senior leadership team. A new headteacher was appointed in January 2010. During the inspection, however, the school was led by the deputy headteacher. A new chair of the governing body has been appointed and a number of new governors elected. The school has a number of awards including Healthy School status.

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

This is a satisfactory school. Since the appointment of a new headteacher in January 2010, the school has been on a journey of improvement. Attendance is good and this reflects both the enjoyment pupils have at school and the better systems leaders have developed to follow up absence. Pupils have a good understanding of staying fit and well. They take plenty of exercise and enjoy the increasing opportunities to take part in a number of after-school clubs, which complement the satisfactory curriculum. Pupils make a good contribution to their community and many have roles and responsibilities that help in the smooth running of school life.

Attainment by the end of Year 6 has remained broadly average for a number of years, representing satisfactory progress from pupils' starting points at school. Learning and progress in lessons are satisfactory overall, but vary. Whilst an increasing number of lessons are good, too many are only satisfactory and a small proportion of teaching remains inadequate. As a result, progress in some year groups is better than others and attainment is higher in mathematics than it is in English. In the best lessons, activities are pitched at just the right level for each group and teachers keep a careful eye on pupils' understanding. At the same time, teaching assistants are deployed well and they focus productively on extending the learning for those who require additional support. This enables learning to accelerate at an effective pace. Good humour, respect and very positive relationships are also strong features in these lessons. This practice, however, is not seen throughout the school and, in a number of lessons, teachers either talk for too long or aim work at the middle-ability level. As a result, pupils become passive and find work too easy or over-complicated. Consequently, the pace of learning slows and teaching assistants find themselves managing restless behaviour rather than actively supporting positive learning.

The school has a drive and determination to succeed. The sense of collective responsibility is supporting the deputy headteacher, who is currently the acting headteacher for a second time within 18 months. The school has developed a much better system for tracking the progress pupils make and lesson observations are rightly focusing on the pace of learning as well as the quality of teaching. The school has also developed plans for further improvement, but these are not focused so well on outcomes for pupils.

A number of governors are new to their role. They have been actively getting to know the school and training has been provided to enable them to hold the school to account more robustly. These actions, coupled with a generally accurate self-evaluation, provide the school with a satisfactory capacity to improve.

Up to 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 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

What does the school need to do to improve further?

- Raise attainment by the end of Year 6, particularly in English by:
 - – accelerating progress for all pupils, but especially for the boys and the more-able
 - – increasing further the opportunities across the wider curriculum to reinforce skills learnt in individual subjects
- Before July 2011, improve the consistency of all teaching to good or better by:
 - – marking work to enable all pupils to have a clear understanding of how to improve
 - – using aspirational targets in all year groups and refer to them during lessons
 - – deploying teaching assistants quickly to ensure best use is made of their time to support focused learning activities in every lesson.
- Ensure leaders and managers, at all levels, use the increasing amount of information available to develop strategic planning which is focused rigorously on improving outcomes for pupils.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and this is evident from their above-average attendance. They know how to work independently or in group activities. They recognise that they are 'not reliant on our teachers all the time and we act responsibly and in a mature way'. This attitude was evident in an exciting Year 6 design technology lesson when pupils were given the challenge to work as teams to develop structures. Pupils not only encouraged each other, but also were helped to remember facts from previous lessons.

In the most recent national tests, Year 6 pupils' achievement was broadly average. School data, work seen in lessons and in pupils' books demonstrate that the majority of pupils make satisfactory progress from their broadly average attainment on entry. Throughout the school, progress in mathematics is faster than English, due in part to more carefully structured groups and effective individual tuition for those pupils that have fallen behind. There is clear evidence that pupils in the three classes which combine Years 3 and 4 are currently making some of the best progress in school. In contrast, pupils in some Year 5 classes are not performing as well as they might. Pupils who have special educational needs and/or disabilities are helped to make satisfactory progress and a small number make even greater strides in their learning.

Pupils' behaviour in and around the school is satisfactory; pupils feel safe. Pupils recognise the benefit of the new 'good to be green' system for rewards. They say 'only a few children now have behaviour difficulties'. The school is managing these incidents well and pupils say 'the staff give these children good support'. The school council provides opportunities for pupils to 'make a real difference in our school'.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	3
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The quality of teaching is satisfactory overall and improving quickly in some classes. In the best lessons, teachers link the learning objectives to aspirational targets for individual pupils. Also, they mark books well and provide clear guidance to pupils about how to improve their work. In these better lessons, teaching assistants are well deployed, aware of the planning and their role within the lesson. This enables them to get started quickly, working with those pupils who may need extra support. This, in turn, helps pupils in these classes, including the more-able, to make good progress. A notable feature in these lessons is the warm relationship between teachers and pupils; learning is lively and fun. This approach, however, is not seen throughout the school and, in some classes, pupils are less aware of their targets; teaching assistants are not deployed quickly or spend too much time listening to the teacher address the whole class. Comments in books are limited to a 'well done' and offer little useful guidance and some work remains unmarked. Activities are not pitched accurately to meet the individual needs of all groups within the class and, as a result, some pupils, particularly boys, can become either passive or restless.

The curriculum is broad, balanced and satisfactory. It is improving rapidly and particularly strong in its use of visits to enhance pupils' experiences. These opportunities excite pupils' imaginations well. For example, pupils have been inspired to develop their speaking and writing skills following a visit to Simon's Wood. However, there are not yet planned

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

opportunities for such skills and other skills that are learnt in individual subjects to be developed throughout the wider curriculum.

The care, guidance and support offered by the school are satisfactory. The large majority of pupils feel safe and say that teachers are 'here to help us'. Pupils appreciate the help they are given when they move from year to year and transfer arrangements to secondary school are also well regarded. The school has recently appointed a learning mentor who offers good support and guidance for pupils, particularly the potentially most-vulnerable.

These are the grades for the quality of provision

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

How effective are leadership and management?

The recently appointed headteacher has acted quickly to develop a model of shared leadership, so everyone is clear of their role and the important part they play in school improvement. Through mentoring and coaching, senior leaders have taken action to tackle inadequate teaching and recognise there is still more to do. Extra sessions to accelerate the learning of pupils who had fallen behind in their work have ensured satisfactory equality of opportunity; discrimination is tackled adequately. The school has a sound view of its strengths and weaknesses and has developed plans to help direct further improvements. These plans need now to be focused more robustly on pupils' outcomes. The school recognises much has been done to welcome parents and carers and build more effective links with local groups. Community cohesion, however, is satisfactory overall because more can be done to enrich pupils' appreciation of life in a multi-faith and ethnically diverse world. The governing body has recently elected a new chairperson and the school has recently appointed several new governors. They have quickly understood the school's strengths and areas needing development. They have received training to help them ask the right questions, so as to challenge the school to improve further. The recently established safeguarding committee meets regularly and ensures that the requirements for safeguarding children are met. The school is currently working in partnership with the local authority to review these procedures to ensure they improve still further. This is an example of how the school uses partnerships well to promote learning and well-being.

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

These are the grades for leadership and management

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

Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire express positive views about the school. They say their children enjoy school and an overwhelming majority believe the school keeps their children safe. A very small minority of parents and carers do not feel the school deals effectively with unacceptable behaviour. Inspectors found behaviour to be satisfactory and that the school deals increasingly effectively with incidents. A very small minority of parents and carers also feel that their children are not making enough progress. Inspectors found that pupils make satisfactory progress over the four years. Progress is, however, better in some year groups than others. A very few parents and carers also raised individual concerns over specific issues. Following the correct procedure and taking suitable care to ensure confidentiality, inspectors investigated these concerns thoroughly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winterton Junior 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	42	45	54	1	1	1	1
The school keeps my child safe	43	52	38	46	2	2	0	0
My school informs me about my child's progress	33	40	44	53	5	6	0	0
My child is making enough progress at this school	31	37	43	52	9	11	0	0
The teaching is good at this school	37	45	40	48	3	4	0	0
The school helps me to support my child's learning	31	37	45	54	3	4	1	1
The school helps my child to have a healthy lifestyle	26	31	53	64	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	29	49	59	3	4	0	0
The school meets my child's particular needs	28	34	45	54	6	7	0	0
The school deals effectively with unacceptable behaviour	21	25	50	60	7	8	1	1
The school takes account of my suggestions and concerns	28	34	40	48	6	7	2	2
The school is led and managed effectively	32	39	44	53	5	6	0	0
Overall, I am happy with my child's experience at this school	37	45	38	46	6	7	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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.



11 February 2011

Dear Pupils

Inspection of Winterton Junior School, Scunthorpe, DN15 9QG

Thank you for the warm welcome we received when we inspected your school recently. This letter is to let you know our views of your school.

Winterton Junior is a satisfactory school and is on a journey of improvement. Teaching is satisfactory and this helps you to make adequate progress in your lessons. Some of the work you are given helps you to make better progress and this is helping some of you catch up with the work you did not fully understand earlier. You enjoy school and help it run smoothly. We were particularly impressed with how well you attend school, which is better than we see usually. You are obviously enjoying the many clubs and activities and this is helping you stay fit and healthy.

We have asked your school to do a number of things to help further improve. These are:

- to make sure you achieve a higher level in lessons, particularly in your writing
- to make sure that all lessons are good or better
- to make more sharply focused plans to ensure you make faster progress in every class.

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

Yours sincerely

Mr Jim Alexander

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.