

Winton Primary School

Inspection report

Unique Reference Number	113746
Local Authority	Bournemouth
Inspection number	378748
Inspection dates	11–12 October 2011
Reporting inspector	John Cavill

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	555
Appropriate authority	The governing body
Chair	Ian Murray
Headteacher	Maggie Wyatt
Date of previous school inspection	5–6 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and observed 19 teachers. Inspectors also undertook a learning walk and visited classes to inspect the quality of the curriculum. They held meetings with governors, local authority representatives, staff and groups of pupils. They observed the school's work, analysed recent evidence on pupils' progress and performance, examined a range of documents, and looked at the school's priorities for development. They also analysed 110 questionnaires returned by parents and carers as well as those completed by staff and pupils.

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

- How effectively the school is improving pupils' attainment and progress, especially in English.
- The extent to which the provision at the school, especially teaching and the curriculum, is meeting the needs of all pupils, in particular higher ability pupils, boys, pupils with special educational needs and/or disabilities and those speaking English as an additional language.
- How effectively leaders at all levels are contributing to the improvement of the school.
- The effectiveness of the Early Years Foundation Stage.

Information about the school

Winton Primary School is larger than average. It has rising numbers of pupils starting in the Early Years Foundation Stage, which has moved into redesigned accommodation to allow for the increased numbers. Most of the pupils are of White British heritage and the proportion from minority ethnic groups is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is average. Most of these additional needs are concerned with the development of speech, language and communication. The number of pupils who are known to be eligible for free school meals is below average but the mobility of pupils at the school is higher than the national average. There is a before- and after-school club that is managed independently of the school and is not part of this inspection. An executive headteacher is currently leading the 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

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

Winton Primary School provides a satisfactory standard of education. It is an improving school and has made some significant strides forward since the arrival of the current headteacher. Parents and carers are keen to recognise these improvements. One commented, 'The school now has strong leadership and a clear direction, and the improvements being made are clear to both us as parents, and to our child, who is proud to go to Winton Primary School.'

The national test results for Year 6 pupils in 2011 show that attainment has risen when compared to previous years and is now broadly average. Pupils' performance in mathematics and reading is stronger than in writing where a marked gap also exists between the girls and the lower ability boys. Assessment data for the current Year 6 pupils show that their attainment has already improved and that they are on target to attain at least average levels in 2012. However, current attainment in writing is still weak.

Most pupils make satisfactory progress but the number who achieve the higher levels of attainment is below what would normally be expected. The learning and progress seen in lessons were satisfactory, and sometimes good. However, the quality of teaching remains variable and too many lessons lack pace and challenge. This inhibits all pupils, but especially those of higher ability, from attaining their full potential. New assessment systems have been introduced to improve the tracking of pupils' progress and to focus intervention. Although this is providing much more secure information, the data are not used consistently to make strategic decisions or to inform teachers' planning, including for the use of other adults in the classrooms.

Pupils' behaviour is satisfactory; they have a secure moral code and most are keen to learn. Their understanding of how to keep themselves safe is good and they are considerate of each other and respectful.

The school has introduced a new curriculum this year and the immediate impact of this can be seen in pupils' enthusiastic response. However, activities do not yet provide all pupils with opportunities to develop their independent learning skills.

Leadership and management have been strengthened by some recent senior leadership appointments. However, leaders at all levels do not always fully understand the impact that they can have on school improvement or the degree to which they are accountable.

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The school's capacity for sustained improvement is satisfactory. The school has recognised that having established an effective learning environment and secure systems to implement and monitor improvement, it now has to concentrate on raising attainment and accelerating pupils' progress. The school's ability to evaluate itself is satisfactory and leaders have identified the appropriate priorities for development such as the need to raise attainment in English, particularly in writing. Strategies are beginning to have an effect, with improvements seen in pupils' books, but it is too early to make a secure judgement about the impact. The governing body is now in a better position to monitor the work of the school and is becoming more strategically involved in school development.

Up to 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.

What does the school need to do to improve further?

- Raise attainment, particularly for boys and those in the higher ability groups, by ensuring that strategies to improve writing have a positive impact across the curriculum.
- By September 2012, improve the quality of teaching and learning to good overall by:
 - making sure that all teachers use assessment information effectively to match learning activities to pupils' needs and abilities
 - making better use of time in lessons, increasing the pace of learning and raising the expectations of what pupils can achieve
 - encouraging pupils to be independent learners by making sure that activities provide sufficient stimulation and interest
 - developing the role and increasing the impact of additional adults in lessons.
- By September 2012, raise the pace of school improvement by:
 - ensuring the accountability of middle and senior leaders
 - putting in place a clear structure for sustainable leadership and management.

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

Pupils report that they enjoy being at the school. They make satisfactory progress from broadly average starting points to reach levels of attainment that are also broadly average at the end of Year 6. Pupils with special educational needs and/or disabilities make satisfactory progress and outcomes are better than this where there is some focused support for pupils with more complex needs. Those who speak English as an additional language also make satisfactory progress.

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In many lessons where there is too little personal challenge, pupils can sometimes become disengaged from their learning. Lessons are generally calm and purposeful, although in some classes there are groups of pupils whose behaviour is not allowing others to make the best use of their time.

Attendance is average and improving with the number of pupils who are persistently absent reducing. Pupils are punctual when arriving at school and getting into lessons. They are able to apply their basic skills in lessons, and are keen to develop their computer skills. Their understanding of healthy lifestyles is no more than satisfactory, as they do not consistently put into practice what they know and do not always make appropriate choices. Their contribution to school is improving, as is their awareness of, and impact in, the local community. The 'green club' provides a focus for pupils to make a difference and they can recognise that their sustainable actions have an effect on other communities.

Pupils' social and moral development is strong. They are respectful and willing to support each other, demonstrating the values that are being embedded in the 'Rights Respecting' programme. However, pupils' spiritual and cultural development remains underdeveloped, and they do not have sufficient insight into the wide range of diverse cultures that exist in the United Kingdom and around the world.

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	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The school is being successful in improving the proportion of lessons where the teaching is good or better. In the good lessons, assessment is used well to align the teaching accurately to the needs of each pupil. Here teachers provide clear expectations of what can be achieved, plan 'active' tasks and provide clear guidance on what needs to be done next in order to improve. However, there are still lessons where this is not the case and where the quality of teaching is limiting the progress made by the pupils.

The school is introducing procedures to help pupils easily understand what they have to do next. 'Tickled pink – growing green', an initiative to help pupils understand assessment information, is already capturing their imagination and they can explain easily how it will help them. The school has also developed a new creative curriculum with a strong focus on enjoyment and achievement. It is broad and balanced and early indications are that it is improving outcomes for pupils.

Care, guidance and support at the school are satisfactory and have some significant strengths. The pupil/parent support worker is very well regarded by parents and carers and, by supporting many pupils and their families through some difficult times and providing support programmes to help with a range of behavioural and parenting issues, has had a positive effect on attendance. The NEST base at the school provides a safe environment for vulnerable pupils and the specific, targeted interventions for individual pupils have had a positive effect on their progress. However, the identification of need at the school is not focused enough and does not allow for effective early interventions. Pupils report that they feel very safe.

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 headteacher has a vision for the school and provides strong strategic direction. However, although senior leaders have set high expectations for pupils and teachers and challenging objectives for key areas of the school's development, it is clear that not all leaders are fully effective or understand how this vision can be effectively turned into reality. The morale at the school has improved and the questionnaires from staff indicate that they are overwhelmingly supportive of the direction in which the school is moving.

Teaching is monitored rigorously to identify weaknesses and support is provided where it is needed. This includes the modelling of good practice at the school, peer

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support programmes and effective partnership arrangements with other schools to provide professional development.

A new pupil tracking system has been put into place and is being used by many staff to ensure that pupils are making enough progress. However, the school recognises that further support and guidance are necessary. The school is an inclusive environment with little evidence of any discrimination. However, there are still some pupils who are not achieving as well as they might and therefore the school's promotion of equality of opportunity is no more than satisfactory.

Governors are now much more involved in the life of the school and provide the senior leadership team with effective challenge and support. They are self-evaluative and clearly understand their own, and the school's, strengths and weaknesses. The school's safeguarding procedures are robust and satisfactorily ensure pupils' safety.

The school is improving its engagement with parents and carers through activities to encourage greater access to the school staff such as the 'tea at three' events where parents and carers can discuss issues with the senior leaders. Effective partnerships with the local authority and other schools provide support for pupils' well-being and recent school improvement initiatives. Partnerships that directly impact on pupils' learning are less well developed. The pupils' awareness of the local community is sufficiently developed but programmes to expand their wider understanding of communities and cultures further afield in the United Kingdom are still at the planning stage.

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	3
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

Early Years Foundation Stage

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

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When children start in the Reception Year, their skills are usually broadly in line with those typically seen in this age group. There are some particular strengths in their personal and social development and some weaknesses in their mathematical and communication, language and literacy skills. Most children, including those with special educational needs and/or disabilities, make good progress supported by a strong and committed team of staff who accurately assess and monitor their learning to provide tasks and activities that are tailored to their individual needs. Children in the Reception class come to school enthusiastic and ready to learn as a result of effective transition arrangements. Children's personal skills are developed by establishing good routines and the promotion of safe and healthy lifestyles.

The redesigned accommodation provides children with a well-equipped, bright and welcoming environment. A wide range of activities is provided and children are exposed to an exciting, play-based learning experience. Teaching and learning are good as a result of effective planning by staff, all of whom have a secure knowledge of the needs of children in the Early Years Foundation Stage. Children are very well cared for and supported by a dedicated team of adults who put children's welfare at the centre of their work.

The leadership and management of the Early Years Foundation Stage are good. The support given by the whole team ensures that all children have the opportunity to achieve well. There is a clear understanding of the strengths and areas for improvement, and all actions taken by the team are focused on improving outcomes for the children. Resources are well deployed and there are strong links with agencies that support vulnerable children. Safeguarding is given a high priority.

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 lower than average response to the questionnaire was received from parents and carers. A very large majority were satisfied with their children's experience of school and with teaching, safety and health. Inspectors found the teaching at the school to be generally satisfactory and improving quickly. The school is a safe place and provides support for healthy lifestyles. A very small minority of parents and carers thought that the school does not deal effectively with unacceptable behaviour. Inspectors found behaviour at the school to be generally satisfactory, although some pupils are disruptive at times, and systems are in place to deal with any incidents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winton 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 555 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	62	36	33	5	5	0	0
The school keeps my child safe	63	57	44	40	2	2	1	1
The school informs me about my child's progress	31	28	63	57	12	11	2	2
My child is making enough progress at this school	43	39	54	49	10	9	1	1
The teaching is good at this school	39	35	60	55	5	5	1	1
The school helps me to support my child's learning	39	35	62	56	7	6	1	1
The school helps my child to have a healthy lifestyle	47	43	54	49	6	5	1	1
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)	30	27	60	55	6	5	2	2
The school meets my child's particular needs	36	33	59	54	10	9	1	1
The school deals effectively with unacceptable behaviour	27	25	61	55	11	10	9	8
The school takes account of my suggestions and concerns	26	24	65	59	8	7	4	4
The school is led and managed effectively	35	32	53	48	10	9	3	3
Overall, I am happy with my child's experience at this school	42	38	36	52	6	5	2	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



13 October 2011

Dear Pupils

Inspection of Winton Primary School, Bournemouth BH9 2TG

Thank you for welcoming us to your school recently, talking to us about your work, and telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector.

We found your school to be satisfactory. You told us that you feel safe and enjoy coming to school. You also told us that you particularly like activities such as the 'green club', raising money for charities and helping out around the school. By the end of Year 6 you have made satisfactory progress and your attainment is average for your age. Your progress in the Early Years Foundation Stage is good. You generally behave well, although some of you can be disruptive in some lessons and this can affect the learning of others. Some of you said you were concerned about behaviour in the questionnaire and we are now convinced that the school is improving the situation.

We have identified some areas of the school's work that need improvement to make it an even better place. These have already been recognised by senior leaders and the governing body and a start has been made to tackle some of them. This is what we have asked your school to do.

- Improve your writing.
- Make sure that teachers give you tasks that are at the right level for you.
- Make sure time is not wasted in lessons and that they are interesting enough for you to want to learn independently.
- Make sure that all adults in lessons help you to learn well.
- Ensure that all leaders know what they have to do in order to improve the school.

We really enjoyed coming to your school. You can help it get better by continuing to work hard and do well.

Yours sincerely

John Cavill
Lead inspector

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