

# Winsham Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123668
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	380709
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	Ian Hancock HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Spence
<b>Headteacher</b>	Sarah Barlow
<b>Date of previous school inspection</b>	11 February 2009
<b>School address</b>	Church Street Winsham Chard TA20 4HU
<b>Telephone number</b>	01460 30377
<b>Fax number</b>	01460 30377
<b>Email address</b>	office@winsham.somerset.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	12–13 October 2011
<b>Inspection number</b>	380709

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](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector held discussions with groups of pupils, parents and carers. He also met with staff and members of the governing body and held a telephone discussion with a representative of the local authority. The inspector analysed 23 questionnaire responses received from parents and carers, as well as 15 responses from pupils and five from staff. The inspector visited eight lessons or part lessons taught by two teachers. He viewed pupils' work and looked at a range of documentation including data on pupils' attainment and the progress they make, plans for improvement and policies such as the one on safeguarding.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How effectively information from tracking pupils' progress is used to set targets and secure good progress.
- The level of challenge in lessons and whether tasks are well matched to pupils' needs and abilities.
- The extent to which the school has addressed the areas for improvement identified at the time of the previous inspection.
- Whether the provision for children in the Early Years Foundation Stage meets current requirements.

## Information about the school

Winsham Primary School is a small school situated in the village of Winsham. Nearly all pupils are of White British origin and the proportion of pupils that are known to be eligible for free school meals is similar to the average. The proportion of pupils with special educational needs and/or disabilities is above average. Pupils are taught in two mixed-age classes. There is an independently run pre-school on site that was not visited as part of this inspection. The headteacher took up her substantive post in September 2011 after a period as acting headteacher.

The school holds the Healthy School Plus accreditation in recognition of its work to promote health 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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory and improving school. The school has improved steadily since the previous inspection because of the effective leadership of the new headteacher and the active support of the governing body. Areas of inadequacy, such as the provision for children in the Early Years Foundation Stage and the promotion of community cohesion, have been addressed successfully. The good features of pupils' personal development have been maintained and their care and support have been improved. Nevertheless, there is not enough good teaching to enable the majority of pupils to make good progress. Consequently, pupils' achievement is satisfactory.

Data on pupils' attainment appears to fluctuate from year to year because of the small numbers in each year group. When taken overall, attainment is broadly similar to the average, but is noticeably lower in writing. Improvements in teaching and the use of assessment to support learning are beginning to make a difference. For example, the proportions of pupils that reach the expected levels at the end of Key Stage 1 have risen steadily. Pupils make satisfactory progress overall. They make stronger progress in reading as a result of the actions taken by the school to develop reading skills and teach letters and sounds systematically. Pupils' progress in writing and in mathematics is weaker. There are several reasons for this. Adults do not grasp every opportunity to model and promote early literacy skills. Mathematical skills are not systematically developed through independent work or by solving real-life problems. Although pupils show high levels of interest in their learning, they do not have enough opportunities or guidance to evaluate their work and so gain a better understanding of what is required.

The quality of teaching has improved because teachers' assessments of what pupils can do are more accurate and the information is used well to plan lessons that meet the needs of pupils in mixed-age classes. Teachers' confident knowledge of subjects enables them to make good use of resources, including new technologies, so that pupils can learn by doing. However, in some lessons, pupils, particularly those who are more able, are not sufficiently challenged. This is because the work is too easy and teaching is not sharply focused on those pupils who need to make the most progress. Teachers' comments in books do not clearly identify how pupils can improve their work.

The school has made determined efforts to improve pupils' learning. There are more opportunities for parents and carers to discuss with teachers the progress their child is making. Every pupil has an individual learning plan and regularly undertakes

**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

'home-learning' tasks. Volunteers have been recruited from the local community and governing body to hear individuals read on a regular basis. This initiative illustrates the shared sense of community and has contributed to the improvements in reading.

Pupils make a strong contribution to the school and the wider community through a range of responsible roles such as being members of the school council. Pupils feel safe in school and demonstrate a caring attitude towards one another. During playtimes pupils of different ages mix well and older pupils willingly take responsibility for looking after the younger ones. Pupils confidently make healthy choices and have a good understanding of a range of health issues.

The school's leaders have an accurate view of what the school does well and what it needs to do better. However, information gathered through monitoring is not succinctly summarised or routinely used to set challenging targets to raise achievement. While there have been substantial improvements in several aspects of the school's work, the more limited improvements to the quality of teaching and pupils' achievement demonstrate satisfactory rather than good capacity for further improvement.

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?**

- By July 2012, ensure that most pupils make good progress, particularly in writing and mathematics, by:
  - making sure that adults utilise every opportunity to model and promote early literacy skills
  - systematically developing mathematical skills through independent work and solving real-life problems
  - providing pupils with detailed criteria on the small steps they need to take to achieve the learning objective
  - increasing the opportunities for pupils to evaluate their work.
- By July 2012, improve teaching from satisfactory to good by:
  - ensuring tasks are carefully matched to pupils' abilities, particularly the more able
  - making greater use of assessment information to direct teaching towards those individuals who need to make the most progress
  - improving marking so that teachers' comments in books guide pupils on how to improve their work.
- Ensure that leaders and managers make greater use of monitoring information to set targets for improvement and evaluate progress towards the anticipated outcomes.

**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

## Outcomes for individuals and groups of pupils

**3**

Pupils show high levels of enthusiasm and interest in their learning. They collaborate well when working with others in pairs or in small groups. Although pupils show a generally good level of independence in lessons, they have few opportunities to evaluate their work against detailed criteria. Consequently, they are not sufficiently clear about the small steps they need to take to achieve their learning objective. Many pupils make good progress in their reading as a result of the regular guided reading sessions and the high priority given to teaching letters and sounds. On occasions, adults do not seize the moment to demonstrate and teach key literacy skills. Boys and girls are equally active in lessons and confidently use new technologies to support their learning. Pupils with special educational needs and/or disabilities are supported well in lessons, but the school’s records show that their progress over time is satisfactory. This is because recent improvements in their support have not been in place long enough to have a full impact. Other groups of pupils, such as those known to be eligible for free school meals, also make satisfactory progress.

Pupils behave well in lessons and at other times of the school day such as when eating lunch or playing games with others in the playground. The standard of behaviour has improved because there are clear procedures in place to celebrate good behaviour and respond promptly when it falls below the normally high standards. Pupils feel safe because of the secure and caring environment. They have a good understanding of how to keep themselves safe and they are confident in raising any concerns with adults.

Pupils participate enthusiastically in health promoting activities. Each day pupils participate in a brisk physical activity and those attending the Eco club grow and harvest their own vegetables. Members of the school council hold regular discussions on how to improve the school with a member of the governing body. This has led to several improvements such as an initiative to limit the consumption of crisps and the purchase of portable word processors. Pupils talk knowledgeably about the beliefs of others and respond positively when studying the works of particular musicians, authors or contemporary artists such as ‘Banksy’.

*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

<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

**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

<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>2</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>

## How effective is the provision?

The quality of teaching is improving and has a number of successful features. Pupils have easy access to equipment that allows them to be active learners. Teachers' professional knowledge is used well to ask incisive questions. For example, during one writing lesson observed the pupils wrote with sustained concentration while the class teacher moved around the room questioning and guiding individuals to improve their writing. Those pupils who were coached made good progress because they were clear about what they needed to do to improve their work. However, marking in books does not provide enough guidance for pupils. Regular staff training has improved the accuracy of teachers' assessments of what pupils can do. This information is not always used to focus teaching on those who need to catch up and ensure that all pupils, especially the more able, are suitably challenged.

There is a high level of care for all pupils, particularly those whose circumstances may make them vulnerable. Pupils that were spoken with during the inspection value the 'listening ear' arrangement for raising their concerns directly with the headteacher. Well-thought-out programmes of support ensure that pupils with special educational needs and/or disabilities are well supported in lessons. Those following an individualised teaching programme for reading make good progress. There has been a marked improvement in pupils' attendance as a result of the effective support and guidance pupils receive.

The school has developed an engaging curriculum including opportunities for pupils to learn outdoors. Learning experiences are enriched by visits such as a residential visit to Exmoor and a trip to the Somerset Rural Life Museum. The school provides a range of lunchtime and after-school clubs that prove popular, such as the Friday fitness and Lego clubs. Links with local schools have led to shared themed events such as one marking Bastille Day. Actions taken to develop mathematical skills through independent work and real-life problems are at the early stages of implementation.

*These are the grades for the quality of provision*

**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

<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>2</b>

## How effective are leadership and management?

The new headteacher, ably assisted by members of staff and the governing body, is moving the school forward with growing ambition. For a while, uncertainty over the school's future hindered the pace of improvement, but the school is now on a stable footing to continue changing for the better. Parents and carers are increasingly involved in their children's learning. Partnerships are used well to provide learning opportunities not otherwise provided by the school such as specialist teaching in music. The school pays close attention to the needs of individuals so that all have an equal opportunity to succeed and receive additional support when progress slows. Discrimination in any form is not tolerated.

Detailed plans for improvement are in place and regularly updated. However, leaders do not always have a clear overview of key information on pupils' achievement which prevents them from setting measurable objectives for the future. This is because monitoring systems are not focused sharply on pupils' attainment and progress.

The knowledgeable governing body plays a very active role in the life of the school. Statutory responsibilities are met and members recognise their role in challenging the school and holding it to account. Arrangements for recruiting and checking adults are robust and meet current requirements. Other procedures for keeping pupils safe are well supported by regular training. The school has made resolute efforts to understand its unique characteristics and develop pupils' understanding of a range of communities in the immediate locality and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



**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

<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

There have been considerable improvements in the Early Years Foundation Stage to make sure it meets current requirements. There are well-established links with the pre-school so that children settle quickly into the secure and caring environment. Adults make good use of observations and assessments to plan plenty of opportunities for children to make decisions and develop their independence. The stimulating outdoor area is utilised well so children can learn outside. On occasions, children’s progress slows because direct teaching continues for too long.

Children’s skills when they enter the Reception class vary reflecting the small numbers of children in each year group. Overall, they are broadly similar to those expected, but lower in communication, language and literacy. The school is aware of this and rightly gives the teaching of early literacy skills a high priority. Adult interactions encourage plenty of talk and learning experiences reflect children’s own interests such as the current theme of castles. Children’s understanding of health is promoted well by activities such as peeling and tasting fruit.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers spoken to during the inspection and those who responded to the questionnaire were very positive about the school’s work. For example, the levels of agreement for all statements were higher than is usually found in other schools. Responses were unanimous in praising the school’s actions to ensure that pupils enjoy school, are kept safe and learn to make healthy choices. Inspection evidence confirmed these views. Parents and carers were also unanimous in their agreement that the quality of teaching was good. The inspector’s findings on the quality of teaching are mentioned elsewhere in the report. The few negative comments received were brought to the school’s attention.

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

Ofsted invited all the registered parents and carers of pupils registered at Winsham 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 30 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	78	5	22	0	0	0	0
The school keeps my child safe	18	78	5	22	0	0	0	0
The school informs me about my child’s progress	17	74	6	26	0	0	0	0
My child is making enough progress at this school	16	70	5	22	2	9	0	0
The teaching is good at this school	19	83	4	17	0	0	0	0
The school helps me to support my child’s learning	16	70	6	26	1	4	0	0
The school helps my child to have a healthy lifestyle	19	83	3	13	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	70	5	22	1	4	0	0
The school meets my child’s particular needs	16	70	6	26	0	0	0	0
The school deals effectively with unacceptable behaviour	17	74	6	26	0	0	0	0
The school takes account of my suggestions and concerns	14	61	8	35	0	0	0	0
The school is led and managed effectively	19	83	3	13	1	4	0	0
Overall, I am happy with my child’s experience at this school	18	78	5	22	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	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](http://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"><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.**



14 October 2011

Dear Pupils

**Inspection of Winsham Primary School, Winsham, TA20 4HU**

Thank you for the warm welcome I received when I visited your school recently. I enjoyed talking to you about your school and watching you learn in lessons. I am grateful to the older pupils who took the time to complete the questionnaire. This is what I have found out about your school.

Winsham Primary School is a satisfactory and improving school. The school has got better since the previous inspection and there are a number of good things about the school. You have a good understanding of how to keep yourselves safe and make healthy choices. You are making a good contribution to the school and the local community by taking on responsibilities such as the school council. The adults in the school have worked hard to improve things for the youngest children and provide more opportunities for you to learn about different communities. Adults also take good care of you and ensure that you receive help when you need it.

I have asked your teachers to make sure that most of you make good progress and that all your lessons are as good as the best ones. They will do this by giving you work that stretches you without being too difficult and asking you to do more for yourselves. Teachers' comments in books will advise you on how you can improve your work. I have also asked those who lead the school to use the information they have on the progress you are making to set clear goals to aim for in the future. You can help by taking the opportunities you are given to do more for yourselves and by telling your teachers if the work you are given is too easy. I wish you every success in the future.

Yours sincerely

Ian Hancock  
Her Majesty's 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](http://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](mailto:enquiries@ofsted.gov.uk).**