

Lulworth and Winfrith Church of England First School

Inspection report

Unique Reference Number	135323
Local Authority	Dorset
Inspection number	381870
Inspection dates	17–18 November 2011
Reporting inspector	Joyce Cox

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Joanne Selfe
Headteacher	Sharon Buckland
Date of previous school inspection	11 February 2009
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Introduction

This inspection was carried out by two additional inspectors who observed five teachers and visited nine lessons. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. Inspectors also analysed questionnaires returned by 56 parents and carers, 14 members of staff and 38 pupils.

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

- How effectively early language, writing and reading skills are developed in the Early Years Foundation Stage in both the indoor and outdoor learning environments.
- The quality of the apparently dynamic curriculum conveyed on the school's website.
- How involved pupils are in their learning and if they know what to do to improve their work.

Information about the school

Lulworth and Winfrith is a small rural first school formed from the amalgamation of two village schools in September 2007. Pupils are taught on two sites about four miles apart. The infant children are taught on the Winfrith site and the juniors at Lulworth. Pupils share the facilities of both sites and are transported between sites using two leased minibuses. The school provides a breakfast club on the Lulworth site. About 40% of pupils come from Armed Forces' families, so the numbers joining or leaving the school other than in Reception and Year 4 are above average. Armed Forces' families tend to stay for a period of two years. The majority of Reception children previously attended the pre-school which shares the Winfrith site. It is managed by a private provider and did not form part of this inspection.

There are five classes in the school and children in the Early Years Foundation Stage are taught in the Reception class. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are above average. The majority of pupils are from White British backgrounds, with a very small proportion from minority ethnic families. No pupil is at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils are very happy, work hard and achieve exceptionally well to attain high standards. Staff provide outstanding care and support and they work exceptionally well with parents, carers and other organisations and partners to support pupils' learning and personal development. Pupils, all staff, including the first-rate school leaders and governors, the parents, carers and the local community are justifiably proud of their school. They work together as an outstanding team who strive constantly for excellence. Together, they have taken very significant strides forward since the previous inspection. High-quality teaching, together with an exciting curriculum, has resulted in a dramatic and sustained rise in attainment and achievement over the last three years. Staff and leaders at all levels have a much improved capacity to track and monitor pupils' attainment and achievement in all subjects. Leaders and governors carry out highly-detailed and reflective evaluations to successfully improve all subjects and aspects. For example, the headteacher has correctly identified that parents and carers require additional guidance when supporting their children's reading at home. Taking into consideration a highly impressive track record over several years of exceptional school improvement, high staff morale and the positive impact of exceedingly ambitious, challenging and determined leadership, the school demonstrates an outstanding capacity for future improvement.

A key reason for the school's exceptional success is that the headteacher's inspirational leadership enthuses others to have the highest possible aspirations for themselves and the pupils. Her highly ambitious vision and total rejection of complacency are manifest in the exciting, stimulating and vibrant learning environment. Stunning displays convey the outstanding achievements of all groups of pupils and the high expectations of all staff. Parents and carers speak in glowing terms about the school's considerable achievements. One parent wrote, 'This is a wonderful school. Our children thoroughly enjoy every day and are challenged to achieve standards beyond our expectations.'

Good provision with effective teaching for children in the Early Years Foundation Stage means that they have a good start to school life. Teachers skilfully use assessment information to plan exciting lessons which meet the needs of all pupils. Pupils' excellent behaviour and attendance ensure happy, successful and productive learning for all. Pupils' spiritual, moral, social and cultural development is excellent and lies at the heart of the school's work. Pupils' outstanding academic skills and personal qualities prepare pupils exceptionally well for later learning and life.

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What does the school need to do to improve further?

- Make sure that parents and carers have very clear guidelines to follow when they support their children with their reading at home.

Outcomes for individuals and groups of pupils

1

All groups of pupils, including those who have special educational needs and/or disabilities, say they love school because 'teachers make our lessons fun and interesting and we learn a lot'. Inspection findings endorse pupils' views; all groups of pupils make excellent progress. School baseline data show that on entry the majority of the children are below the age-related expectations in writing, creative development and in their knowledge and understanding of the world. By the time pupils leave Year 4, their attainment is exceptionally high. Observations by inspectors and other evidence presented by the school confirm that pupils' attainment is well above average in English and mathematics. Exceptionally well-organised additional intervention programmes for pupils with special educational needs and/or disabilities ensure they also do very well. Pupils who join the school mid year, particularly those from army families, settle extremely well and make outstanding progress because staff make detailed assessments of their attainment and quickly target additional support where necessary.

In the large majority of lessons seen during the inspection, most pupils were observed to be making excellent progress. Pupils show very positive attitudes to learning and impressive levels of sustained concentration. A strength in many lessons is the way pupils support each other, for example as 'response' partners. All pupils work exceptionally well together and are clearly very involved and engaged in their learning. They have an excellent understanding of how well they are doing and what they need to do to improve their work. Pupils' behaviour is outstanding. Pupils say they 'definitely feel very safe in school because the front door is locked all day and we're not allowed outside until an adult is on duty'. Older pupils ensure younger pupils are safe through written reminders around school about keeping areas tidy and what to do if they are feeling anxious about anything. Pupils are also very clear about internet dangers. They have an exceptionally good understanding of why some foods are healthier than others. Pupils love the myriad of sports events on offer, including swimming in their on-site pool. They are very proud of, and highly committed to, their school community and have a strong voice in making decisions related to their learning and well-being. Through their actions and decision making, pupils have been involved in toilet and playground refurbishment, local beach cleans, tree planting for a nearby play area and environmental projects with Lulworth Heritage Centre. The school is at the very heart of village life and pupils' involvement is substantial and valued. Pupils' relationships with staff and each other are excellent and pupils show great empathy for others by raising considerable amounts for various local, national and global charities. They think deeply about a wide range of issues and show considerable maturity when discussing their roles and

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responsibilities in the school community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' excellent subject knowledge and high expectations ensure that lessons are exciting, stimulating and challenging. Hence pupils become engrossed and highly active learners. Planning is outstanding; it is very detailed and shows exactly how pupils' different learning needs are to be met. Lessons move at a very swift pace and pupils' interest and engagement are captured by interesting resources and stimuli. For example, Year 4 pupils made outstanding progress in learning about fractions because the teacher skilfully used computer technology to explain numerators and denominators. Her enthusiasm and excellent subject knowledge clearly inspired the pupils to persevere. Inspirational teaching was also seen in a Year 2 lesson in which drama was used particularly well to aid pupils' understanding of how to respond to bullying. Teachers make excellent use of assessment information to plan lessons to precisely match pupils' various abilities. Individuals, as well as groups of pupils who require further support or increased challenge in their learning, are swiftly identified and highly effective measures are put into place to meet needs. Pupils' progress is meticulously tracked and evaluated to identify the progress made by different groups. All pupils know what their targets are and they know exactly how to improve their work thanks to teachers' high-calibre marking. One area to address is to ensure that staff provide detailed guidance and advice to parents and carers when they are supporting their children's reading at home.

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 headteacher and staff have worked very hard to successfully devise an innovative curriculum. This is manifest in the outstanding way pupils explore curriculum areas and make meaningful links between subjects. An outstanding number of trips, exciting clubs such as free running, and numerous visitors bring pupils’ learning to life, for example, visits to Corfe Castle, local coastal studies, Wellie Walks, Living Rainforest and the Tank Museum. Highly effective links with local schools provide excellent support for school development, most notably in improving academic support and guidance procedures and introducing a creative approach to learning. Pupils thoroughly enjoyed a recent visit from the Osigli Maasai warriors who enthralled the school and local community with their traditional dance and music.

Pupils receive exemplary care because each child is known and valued. Induction arrangements are excellent which enable Reception children to settle very quickly. Staff work very closely and successfully with the army family liaison officer to support pupils and families to settle into school and the army community. Highly-effective support for all pupils enables them to make the very best of all the opportunities provided by the school. The daily breakfast club at the Lulworth site is run by friendly, smiling staff who ensure pupils receive a happy and healthy start to the day.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, staff and the governing body form an exceptionally impressive team where their distinct areas of expertise combine seamlessly to make this school highly successful. There is a tremendous team spirit and all staff are totally committed to providing the very best for all pupils. There are exceptionally clear policies and procedures underpinning all aspects of the school’s work. Senior leaders provide a relentless and effective focus on improving teaching to ensure pupils achieve as well as they possibly can. They are fully aware of any difference in the progress and attainment of various groups of pupils. Through the use of early identification strategies and highly effective interventions, they have succeeded in rapidly narrowing the achievement gap. The outstanding support for pupils whose circumstances have made them potentially vulnerable shows the school’s strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their difficulties. Staff ensure that they break down any barriers that might lead to gaps in pupils’ learning and achievement. Inspectors’ classroom observations reveal that adapted planning, and exciting and memorable curriculum events to encourage all pupils, are paying huge dividends. The school has

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excellent policies, strategies and procedures to ensure the welfare of all pupils. Safeguarding policies are constantly reviewed and updated to ensure pupils’ safety. Staff and governors have an excellent awareness of safeguarding measures. Senior leaders are vigilant in ensuring pupils’ safety when they arrive and leave school to travel between the two sites. Community cohesion is promoted well, with an effective audit undertaken and developing links with a school in Liverpool to broaden pupils’ understanding of life for children in different parts of the United Kingdom. The highly effective partnership with parents and carers is evident in parents’ extremely positive comments about the school. Parents’ and carers’ views are an integral part of school life as families are always consulted about future plans and receive regular updates about school development. The school website is an excellent resource where parents and carers can find a wealth of very useful information. Parents and carers value and appreciate their school. One parent writes, ‘Our child loves school and is thriving both educationally and socially. We feel very lucky to have such a superb school in the locality.’

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Effective leadership, good teaching and tender care ensure that all children make good progress and attain slightly above the expected levels on entry to Year 1. Staff make learning fun and very enjoyable and help children to work and play together well. Role-play areas, such as the carefully constructed ‘Gruffalo’s Cave’ are very popular. There is an excellent mix of carefully-planned adult-led and child-selected learning and adults promote children’s language development well. The introduction of regular, focused sessions to help children learn their letters and sounds (phonics) is considerably enhancing children’s progress in early reading and writing. Improvements have been made to the outdoor area and there are good plans in

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place to relocate the outdoor area to make sure all the areas of learning are taught outside as well as inside. Reception staff work well as a team and have good knowledge and understanding of the personal and learning needs of young children. They place a good emphasis on working and playing together and in developing trusting relationships. Consequently, children feel very secure and there is a very happy atmosphere. All children are happy to approach staff for assistance and support and they are very settled into class routines. An excellent partnership is established with parents and carers who appreciate their weekly Friday visits to share their children’s work.

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

Over three quarters of the families at the school responded to the questionnaire, which is a very high proportion. All the parents and carers who responded to the questionnaire are entirely supportive of the school. All stated that their children enjoy school and make enough progress. They all felt that the quality of teaching is good and that the school deals well with unacceptable behaviour. They all agree that their children are safe and they are very happy with their children’s experiences at the school. Parents and carers from the Armed Forces are especially grateful for the excellent care and support given to their children whilst they are serving overseas.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lulworth and Winfrith Church of England First 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	73	15	27	0	0	0	0
The school keeps my child safe	47	84	9	16	0	0	0	0
The school informs me about my child’s progress	45	80	11	20	0	0	0	0
My child is making enough progress at this school	43	77	13	23	0	0	0	0
The teaching is good at this school	47	84	9	16	0	0	0	0
The school helps me to support my child’s learning	48	86	8	14	0	0	0	0
The school helps my child to have a healthy lifestyle	46	82	10	18	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)	43	77	11	20	0	0	0	0
The school meets my child’s particular needs	48	86	8	14	0	0	0	0
The school deals effectively with unacceptable behaviour	42	75	14	25	0	0	0	0
The school takes account of my suggestions and concerns	44	79	11	20	0	0	0	0
The school is led and managed effectively	47	84	8	14	0	0	0	0
Overall, I am happy with my child’s experience at this school	49	88	7	13	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).

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.



21 November 2011

Dear Pupils

**Inspection of Lulworth and Winfrith Church of England First School,
Wareham B20 5SA**

We really loved visiting your school and I am writing to thank you for two very interesting and happy days. We agree completely with your parents and carers that you go to an outstanding school.

These are the things we found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught exceptionally well, your lessons are fun and interesting and you reach high standards by the end of Year 4.
- Your headteacher, staff and governors lead and manage the school exceptionally well.
- You all enjoy learning very much and are given many exciting things to do.
- The adults keep you very safe in school and you learn to eat healthily and enjoy playing lots of sport.

We feel that, to make the school even better, it would be good if your parents and carers were given clear guidelines as to the best ways to support you with your reading at home.

You can all help by continuing to work hard and by keeping up your excellent standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox
Lead inspector

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