

Winklebury Infant School

Inspection report

Unique Reference Number	115971
Local Authority	Hampshire
Inspection number	379179
Inspection dates	23–24 November 2011
Reporting inspector	Wendy Ratcliff HMI

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Barbara Rodgers
Headteacher	Christine Clayton
Date of previous school inspection	25 June 2009
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Age group	4–7
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed eight teachers in fourteen lessons or parts of lessons. They also conducted a learning walk, focusing on behaviour, and teaching and learning across the school. Meetings were held with governors, staff and groups of pupils. Parents and carers were spoken with informally around the school. Inspectors observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, minutes from the governing body's meetings and reports from the School Improvement Partner. The team analysed 40 questionnaires received from parents and carers and 22 from staff.

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

- How well is the school tackling the high levels of persistent absence and below-average attendance?
- Is assessment information used effectively to ensure teaching and the curriculum are meeting the needs of all pupils and providing them with the challenge and support they need to achieve well?
- Have strategies to improve pupils' writing been effective?
- How effective are the school's behaviour management strategies in helping pupils develop positive attitudes to learning and modify their behaviour?
- Are monitoring, evaluation and improvement planning rigorous, accurate and helping to raise standards, particularly of teaching and learning, and what does this tell us about the leadership's capacity to effect improvement?

Information about the school

The infant school is smaller than average. The proportion of pupils known to be eligible for free schools meals is above average. The proportion of pupils from minority ethnic groups is increasing over time, but remains below the national average with a small proportion of pupils speaking English as an additional language. The percentage of pupils with special educational needs and/or disabilities is slightly higher than that in most schools.

The leadership of the school has continued to be subject to change since the last inspection. Following the retirement of the headteacher in 2008, a number of acting headteachers have led the school. The school was federated with the adjacent junior school in September 2009. A new headteacher was appointed to lead the federation of schools in September 2010. A new Chair and Vice-chair of the Governing Body were appointed in January 2011. The federation has one senior leadership team and one governing body.

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

The school provides a satisfactory quality of education for all its pupils, no matter how diverse their needs may be. Pupils feel very safe and happy within the warm and caring learning environment. Care, guidance and support are good. Staff know the pupils extremely well and sensitively nurture their emotional well-being, removing barriers to learning. Pupils have a good understanding of the need to adopt a healthy lifestyle. They enjoy school and are enthusiastic to learn. They appreciate the imaginative activities teachers plan for them, particularly in their topic work. Year 2 pupils talked enthusiastically about their Victorian topic and the recreation of a Victorian classroom.

The headteacher, senior leaders, staff and the governing body are all firmly focused on school improvement after a time of significant turbulence and change. The school's evaluation of its own performance is accurate and the headteacher, with the support of the governing body, has rightly focused on the key priorities. Senior leaders are monitoring and evaluating the school's work, including teaching and the assessment of pupils' progress. New systems are embedding and senior leaders are beginning to have an impact on raising standards and pupils' progress. These achievements provide evidence that the school has a satisfactory capacity to improve. Parents and carers have confidence in the school, with one saying: 'I think they are doing an amazing job. This school will be excellent again. The headteacher and her hardworking staff can do it.'

Children get off to a satisfactory start in the Early Years Foundation Stage and, by the end of it, have reached levels of development broadly expected for their age. At the end of Key Stage 1, pupils' attainment in mathematics and reading is slightly above average, with their attainment in writing broadly average. Attainment in writing has seen a decline over time. However, this has been a key focus for the school and improvements are beginning to be seen in some classes. The review of the curriculum and planning for topics are encouraging a cross-curricular approach. For example, pupils are provided with more opportunities to write for different purposes, such as a prospectus for the Victorian school. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress overall.

Attendance is average as the school is now carefully tracking pupils' attendance across all groups and for individuals. Strategies such as the gold and silver awards for attendance are having an impact. The school recognises more needs to be done to ensure attendance rates continue to improve.

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The quality of teaching and use of assessment to support learning is satisfactory, with some good practice within the school. When teaching is no more than satisfactory, pupils are not consistently engaged and fully challenged in order to do as well as they can. Where teaching is good, assessment is used well to plan for pupils' individual needs and provide challenge.

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?

- Continue to take all possible steps to improve the attendance of all pupils.
- Improve the quality of teaching and learning so it is consistently good or better by:
 - increasing opportunities to share best practice across classes
 - using assessment information more accurately to ensure planning meets the needs of all pupils
 - providing more opportunities for pupils to write at length and for different purposes in order to accelerate their progress in writing
 - building on best practice in cross-curricular development.
- Increase the impact that all senior leaders have on raising standards by:
 - using their expertise to develop teachers' subject knowledge and classroom practice
 - strengthening their leadership skills, including in monitoring their areas of responsibility, and evaluating the impact they are having on improvement.

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

All groups of pupils attain at least the levels expected for their age in reading and mathematics by the time they leave the school. In 2011, pupils with special educational needs and/or disabilities and those from minority ethnic groups did slightly better than their peers nationally in both reading and mathematics. Pupils do less well in writing and fewer achieve the higher Level 3 in writing compared to other subjects. Pupils in Year 2 are on track to do better this year.

Pupils enjoy learning and work hard to improve their skills. However, they are not consistently challenged by the work set. In a Year 1 lesson, a few pupils said their work on telling the time was too easy. They finished the task quickly then waited for the rest to catch up, slowing their progress. In a Year 2 lesson, pupils made good progress as they worked on multiples and division by helping Al the astronaut to share his alien sweets.

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Pupils show mutual respect and cooperation and are developing confidence and self-esteem. Their spiritual, moral, social and cultural development is satisfactory. Pupils enthusiastically participate in singing, assembly and the time for reflection. They behave well in most lessons, at lunchtimes and in the playground. The introduction of the UNICEF Convention on the Rights of the Child is helping pupils to understand their right to good learning opportunities and their responsibility to behave in ways that enable this to happen. Pupils respond well to the 'rainbow' system and are keen to receive 'rainbow' awards for their positive behaviour. Pupils told inspectors how Kestrel FM visited the school with reflective stickers and explained how they need to be seen to keep safe and to let the other road users know they are there.

Pupils enjoy taking responsibility on the school council and as playground buddies. They have links with the community, including those with other pupils in the federation. School dinners are nutritious and pupils enjoy healthy snacks; they participate in a range of sporting activities. Pupils leave the school suitably prepared for the next stage in their learning.

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	2
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?

In the better lessons, teachers use accurate assessment to plan and then add further challenge so that learning is individualised and moves at a good pace. Assessment and tracking are used well to identify pupils who require additional support. Class teachers and assistants work strongly as teams. This has a positive impact on

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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learning, particularly for those considered more vulnerable. Where teaching is weakest, assistants have to focus on managing behaviour. Inspectors observed some good examples of marking and feedback.

A review of the topic-themed approach to the curriculum, which is adapted well to the needs of pupils with special educational needs and/or disabilities, is having a positive impact. The increased opportunities to practise skills across a range of subjects are showing in the enthusiasm of pupils. They enjoy using information and communication technology in most lessons and using drama in literacy. Teachers are planning for more exciting opportunities across the curriculum for pupils to write at length and for different purposes in order to accelerate their progress in writing. There is a range of extra-curricular activities, such as singing club, dance and football. These are enjoyed by pupils and take-up rates are good.

Good quality care, guidance and support are at the heart of the school's ethos. Staff are skilled at acting promptly to ensure that any barriers to learning are reduced. Welfare, attendance and behaviour are monitored closely. A lunchtime nurture club provides additional support for those pupils who are facing emotional or social challenges. Parents and carers comment that children settle quickly into the Reception class and are prepared well for the next stage in their learning at the school. One parent commented: 'My child joined the school knowing no other children. From the start she was made to feel secure and has enjoyed school immensely so far. She has been encouraged to join in and has made lots of friends.'

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	2

How effective are leadership and management?

The headteacher's drive to raise the aspirations of pupils and staff has resulted in a strongly-focused and motivated team. Under the leadership of the headteacher senior leaders are developing their leadership skills. The federation's governing body has established roles and responsibilities and knows what the school needs to do to improve. Governors provide sound support and levels of challenge and they are supporting the senior leaders well.

The school has a good partnership with parents and carers, who appreciate the hard work of staff. This is confirmed by one parent who commented, 'Thank you very much for your support, teaching, dedication and professionalism'. Parents and carers

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are kept informed about how well their children are doing and of school events through regular newsletters, curriculum booklets and subject meetings. The school is inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity and any gaps between the performance of different groups are closing. Community cohesion is satisfactorily promoted. It is particularly strong within the school community. Pupils distribute harvest festival food packages to the local community, participate in fund-raising events, such as 'Operation Christmas Child', and join with other local schools for sporting events. However, wider United Kingdom and global links are less well developed to support pupils' understanding about those with backgrounds different to their own.

Partnership with others, including other schools, to promote learning is satisfactory. There is collaborative working within the federation, which includes the sharing of staff expertise. Safeguarding is good with strengths in the comprehensive and regular checks made on all aspects of health and safety. There has been a significant improvement in the security of the school site. Pupils whose circumstances may make them vulnerable, and, where relevant, their families, are helped and directed to external support.

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	2
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	2
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

Children start school with skills and abilities that are broadly in line with national expectations, although this can vary year on year. Children's communication, language and literacy skills are consistently the weakest. Children settle quickly, enjoying the well-resourced learning and play activities both indoors and outside. There is a suitable balance of child-initiated and adult-directed learning so children make appropriate progress. They gain experience of the six areas of learning

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because their needs are assessed and their progress tracked closely. Any gaps in learning are identified and addressed.

The leader of the Early Years Foundation Stage and her team have made considerable changes to the learning environment, planning and children's learning journals since the start of the autumn term. A key person system has been introduced. Parents and carers say they find this particularly helpful as they receive guidance from their children's key person so they are able to support learning at home. Systems have been implemented to monitor the work of the team and identify areas to improve further, such as effective questioning to extend children's learning. The leader has a clear understanding of the strengths and areas for improvement and has appropriate plans to provide further opportunities for children to develop their physical skills and to engage boys further in their writing.

Children are happy and keen to learn and they get on well together. They develop a range of skills to equip them for the future. Children are becoming independent as they organise themselves with coats and select equipment in the outdoor mark-making area. They enthusiastically retold the story of Mrs Rainbow in a range of appropriately planned activities. They worked together as they made the outside house bright and colourful using resources from the dressing-up box. Inside, children explored with paint and mixed the colours of the rainbow; they knew that mixing blue and red makes purple. Teachers then supported children to link sounds and letters as they wrote about Mrs Rainbow.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The proportion of parents and carers who responded is below average. However, those who did respond were almost entirely positive about all aspects of the school. They agreed that their children are happy and that the school keeps their children safe. One parent said that their child, 'is happy to go to school and comes home happy, telling us how he has got on. The teachers communicate well, and listen when I have something to say.' A very few felt that the school does not deal well enough with unacceptable behaviour. During the inspection, pupils were well behaved in and around the school and during most lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winklebury Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	85	6	15	0	0	0	0
The school keeps my child safe	29	73	11	28	0	0	0	0
The school informs me about my child's progress	21	53	19	48	0	0	0	0
My child is making enough progress at this school	23	58	17	43	0	0	0	0
The teaching is good at this school	22	55	18	45	0	0	0	0
The school helps me to support my child's learning	20	50	19	48	1	3	0	0
The school helps my child to have a healthy lifestyle	28	70	12	30	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)	15	38	16	40	0	0	0	0
The school meets my child's particular needs	21	53	19	48	0	0	0	0
The school deals effectively with unacceptable behaviour	14	35	23	58	2	5	0	0
The school takes account of my suggestions and concerns	15	38	25	63	0	0	0	0
The school is led and managed effectively	17	43	21	53	0	0	0	0
Overall, I am happy with my child's experience at this school	25	63	14	35	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.



25 November 2011

Dear Pupils

Inspection of Winklebury Infant School, Basingstoke RG23 8AF

This letter is to thank you for your help during the recent inspection of your school. We enjoyed meeting you, being in your lessons and attending your singing assembly. We were impressed by your politeness, excellent singing and by how you care for each other.

Your school provides you with a satisfactory education. It is an inviting and welcoming place to learn. The headteacher and all the adults care for you and know each of you well. You told us that you feel very safe at school. You know how to stay healthy and you enjoy healthy snacks. You learn about some interesting topics, such as space and the Victorians, and you told us you enjoy learning. Some of you do not do as well in writing as you do in your reading and mathematics. We have asked the school to make sure lessons are always challenging and give you opportunities to write.

Your headteacher and her team know what the school does well and what needs to improve. We have asked them to continue to help you understand the importance of coming to school every day so you are able to do as well as you can in your learning.

Thank you again for making us feel so welcome when we came to your school.

Yours sincerely

Wendy Ratcliff
Her Majesty's Inspector

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