

Winterton Primary School and Nursery

Inspection report

Unique Reference Number	121200
Local Authority	Norfolk
Inspection number	380189
Inspection dates	24–25 November 2011
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Marie Hartley
Headteacher	Richard Endall
Date of previous school inspection	26 March 2009
School address	Black Street Winterton-on-Sea NR29 4AP
Telephone number	01493 393218
Fax number	01493 393233
Email address	office@winterton.norfolk.sch.uk

Age group	3–11
Inspection date(s)	24–25 November 2011
Inspection number	380189

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

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

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

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the 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
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons or parts of lessons seeing four teachers and two groups led by teaching assistants. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work, and looked at the school's self evaluation, their development plan and reports from the School Improvement Partner. They also looked at records of pupils' attainment and progress and documents relating to potentially vulnerable pupils. The questionnaires completed by staff, pupils and 60 parents and carers were analysed. Additionally, the views of a sample of parents and carers were gained from interviews at the start of the school day during the inspection and discussion at the celebration assembly.

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

- Achievement, especially in mathematics, to determine whether teaching is sufficiently challenging.
- The leadership and management of mathematics.
- The impact on attainment of the high numbers of pupils joining or leaving other than at the usual times.
- Targets for whole school improvement to see if they are challenging enough.
- The impact of the new leadership and management in the Early Years Foundation Stage.

Information about the school

This is smaller than the average school serving mainly the local area. Almost all pupils are White British with a well below average proportion from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is average but the proportion with statements of special educational need is well above average. Many of these have social, emotional and behavioural difficulties but a few have more complex needs including some with needs on the autism spectrum. Many more pupils than average move into or out of the school other than at the normal time. The school has been awarded Healthy Schools status and the Foundation level of The International Schools Award. The governing body manages provision to look after pupils before and after school. The school has a nursery unit and these children are taught alongside children in the Reception Year in a combined Early Years Foundation Stage.

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

Winterton Primary School and Nursery provides a satisfactory standard of education for its pupils. Children get a good start to school in the good quality, and much improved, Early Years Foundation Stage. Pupils' good spiritual, social and moral development and good behaviour help make the school a friendly and welcoming place to learn in. The school's undoubted strength lies in its excellent care guidance support. Pupils, especially those who move in to the school other than at the usual time, feel safe and secure. The school engages well with parents and carers who are very positive about its work. Pupils have a good understanding of how to stay healthy and keep fit and make good contributions to the school and local community. Safeguarding arrangements are good and strong partnerships with external agencies provide valuable additional support for pupils whose circumstances make them vulnerable. Community cohesion is good.

Pupils achieve satisfactorily overall but progress is uneven across years and between subjects. Good progress is made in the Early Years Foundation Stage and in writing in Years 5 and 6. Slower progress is made in mathematics, especially in Years 1 to 4, and this restricts progress overall to satisfactory. Pupils attain broadly average standards by the end of Year 6 but attainment in English is higher than that in mathematics. Teaching is satisfactory and sometimes good but there is not enough consistently good teaching, particularly in mathematics, to raise achievement further. In too many lessons the work set is not matched closely enough to the needs of pupils. As a result some, especially those who are more able, find it too easy and some find it too hard. The rich and broad curriculum makes a good contribution to pupils' personal development. However, too few opportunities to use mathematics across the curriculum, limits the effectiveness of the curriculum to satisfactory.

The school has an accurate view of its strengths and weaknesses. All areas for development have been correctly identified and incorporated into a detailed and effective school improvement and development plan. The school has identified the need for a better system of analysing data available on pupil performance. The more robust monitoring of learning through regular lesson observations has contributed well to the strong improvement in writing. Although achievement in mathematics has improved, it is not continuing to do as robustly as in writing because leadership and management in mathematics are not strong enough to bring about further rapid improvement. Strengths of the last inspection in personal development, pastoral care and certain aspects of the curriculum have been maintained or improved. Action to address all of the issues identified in this report has already started but it is too early

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

for this to show any substantial effects. These factors indicate a satisfactory 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?

- Improve the quality of teaching, especially, but not only, in mathematics by December 2012 so that a large majority is good or better in order to improve pupils' attainment and progress by:
 - ensuring that information on how well pupils are doing is used more effectively to plan lessons that are matched more closely to the individual needs of pupils at all levels, but especially those who are more able
 - embedding securely the use of mathematics across the curriculum
 - improving the pace of lessons so that pupils spend more time on independent work in lessons.
- By September 2012 improve the quality of leadership and management in mathematics by :
 - increasing the subject leader's knowledge in relation to teaching of mathematics in Years 3 to 6
 - ensuring that support is provided so that the clear guidance given on subject leadership by the headteacher is followed.
- By September 2012 embed new systems for analysing data on pupils' performance so that a clear and easily understandable overview of the progress of groups and cohorts is accessible to all leaders and managers.

Outcomes for individuals and groups of pupils

3

Pupils thoroughly enjoy school and are keen to learn. Children's skills on entry to school at ages 3 or 4 vary considerably from year to year because of the small cohorts. Typically skills on entry are below those normally seen, and children make good progress to start Year 1 with broadly average skills. In 2010 skills on entry were higher than usual and attainment was above average when pupils started Year 1 in 2011. Pupils build satisfactorily upon these skills to end Year 6 with attainment that is broadly average. Attainment in national assessments at Year 6 is lower in some years because of the very high number of pupils who join the school during Years 5 and 6. Pupils' progress in writing is accelerating, especially in Years 5, because of improvements to the way writing is taught. The current Year 6 are on track to make good progress in English. In a good writing lesson Years 5 and 6 pupils made good progress writing a short story because clear guidance was provided on the structure to follow. Pupils had completed an initial draft on paper but then used laptop computers to write and edit their stories. This enabled pupils to respond quickly to suggestions on how a sentence could be improved, for example by better use of adjectives or adverbs. More-able pupils continually edited their work

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

developing more complex sentences as they worked towards their target to complete the story in less than 150 words. This degree of challenge is not apparent in mathematics. For example: in a lesson on time pupils spent too long at the beginning of the lesson revising how to tell the time. Many could already do this on an analogue clock and their learning was slowed because they did not move onto their more challenging group work quickly enough. Skilful additional adult support for pupils with special educational needs and/or disabilities ensures they are fully included in lessons and make the same progress as other pupils.

Pupils say they feel safe in school. Pupils trust adults and feel confident approaching them with any concerns. They undertake a wide range of responsibilities such as being members of the school council or eco-helpers. Their good understanding of how to keep fit and healthy can be seen in the strong up take of sporting activities and the award of Healthy Schools status. Pupils make many good quality contributions to the wider community such as using their gardening skills on the village green and in school to help the village win a Britain in Bloom Award. The wider personal skills pupils gain from these activities together with their satisfactory literacy, numeracy and information and communication technology (ICT) skills prepare them satisfactorily for their future lives. Pupils clearly know right from wrong. They show respect for themselves and others and curiosity about the world around them. The International School Award recognises pupils' good cultural development.

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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

Appointments in the last few years have strengthened the teaching team. Strategies to improve teaching and raise attainment include revised systems for using information on how pupils are learning in order to plan challenging lessons that focus on the next steps in learning. The impact of these strategies is not consistent across the school. Teachers talk to pupils about the work they have done and how to make it better, but marking in pupils' books in some classes does not always make it clear enough to pupils what they need to do in order to improve their work. Some teachers talk for too long at the beginning of lessons and do not always take into account the differing abilities of pupils. In too many lessons, further improvement to achievement is limited because teachers do not proceed at a brisk pace.

The curriculum makes a strong contribution to pupils' personal development. Their links with schools in France and an inner city area in Britain as well as their celebrations of major cultures through activities such as Indian dance make strong contributions to pupils' personal development and to community cohesion. Good opportunities for sport with other schools, and the many after-school sports clubs, support pupils' understanding of how to stay fit and healthy. Those pupils identified as gifted and talented are supported satisfactorily through good links with other local schools. Visitors and visits, including a residential trip, broaden pupils' experiences well, and provide a wide range of opportunities for stimulating pupils writing. However, not enough use is made of these activities to promote pupils mathematical development.

Pastoral care, especially for pupils whose circumstances make them vulnerable, is very strong and is supported well by good partnerships with external agencies. The extended day provision provides good quality before and after school care for pupils. A daily nurture group organised by very capable teaching assistants helps those with emotional, social or behavioural difficulties to get a very calm and orderly start to the school day. Child-protection procedures are detailed, well known to all staff and applied rigorously. Good support for parents and carers of a few pupils identified as persistent non-attendees has improved attendance.

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	1

How effective are leadership and management?

The headteacher provides strong leadership and shares together with staff and the governing body, a clear ambition to develop the school. Good guidance is given on

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

the role of subject managers; this is strengthening the quality of middle management and supporting school improvement. Nevertheless this is not consistent especially in the leadership and management of mathematics.

The school takes suitable steps to prevent discrimination. Detailed records, on the progress of individual pupils, are used effectively to monitor the sound provision for equality of opportunity and set suitably challenging targets for school performance. Nevertheless senior leaders have identified that this could be done more easily if a more efficient electronic system to analyse pupil progress were available; this has been ordered. In the last few years changes to the strong governing body have strengthened its effectiveness a great deal. Members support the school well and monitor its work regularly. The governing body has a clear view of the school's strategic direction and contributes well to the school development plan. Governors undertake regular training in safeguarding and they take effective steps to ensure the safety of pupils. The school has positive relationships with parents and carers including groups that are more difficult to make regular contact with. Community cohesion within the school is strong and good steps are taken to extend this to the wider community. The governing body and senior leaders are continually seeking ways to extend this further.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good routines and strong links with parents and carers help children new to the school to feel secure and cared for when they start their education. The recently extended and integrated Nursery class is developing well and providing children with a good start to school. The good teamwork between teacher and teaching assistants ensures that the welfare needs of children are met well. Children have many

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

Please turn to the glossary for a description of the grades and inspection terms

opportunities to learn through purposeful play and this is balanced well against direct teaching. Occasionally, learning slows when the teacher's introductions are too detailed and children spend too much time sitting on the carpet. A good quality outdoor area is used effectively to provide a broad range of learning opportunities. Children grow in confidence and build securely on their previous experience because the stimulating curriculum provides a good degree of challenge.

The improved Early Years Foundation Stage is led and managed well. The expertise and skills of the adults and effective systems for checking on children's progress ensure that all individuals achieve well. Children are supported effectively and are given many good opportunities to develop their language skills through role play and discussions with adults. Children of nursery age are encouraged to start early mark making and writing skills from the very beginning. This is preparing them well so that more-able children from the nursery can join in with Reception activities when they are ready. There is a strong focus on developing children's number competency. They are given constant exposure to number and shape in all of their work and so their progress in number skills is improving rapidly. As a result, children start Year 1 well prepared for learning.

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

An above-average proportion of parents and carers completed questionnaires on the school. These were overwhelming positive with no areas where a significant proportion of parents and carers expressed concern. Some chose to add comments. Typical of these was, 'My son enters and exits the school day with a smile on his face'. Inspection evidence supports the positive comments made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winterton Primary School and Nursery 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	85	8	15	0	0	0	0
The school keeps my child safe	45	87	6	12	1	2	0	0
The school informs me about my child's progress	36	69	16	31	0	0	0	0
My child is making enough progress at this school	39	75	12	23	1	2	0	0
The teaching is good at this school	37	71	14	27	0	0	0	0
The school helps me to support my child's learning	39	75	12	23	0	0	0	0
The school helps my child to have a healthy lifestyle	34	65	18	35	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)	31	60	20	38	0	0	0	0
The school meets my child's particular needs	34	65	17	33	1	2	0	0
The school deals effectively with unacceptable behaviour	26	50	22	42	3	6	0	0
The school takes account of my suggestions and concerns	37	71	14	27	0	0	0	0
The school is led and managed effectively	37	71	15	29	0	0	0	0
Overall, I am happy with my child's experience at this school	37	71	15	29	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.



28 November 2011

Dear Pupils

Inspection of Winterton Primary School and Nursery, Winterton-on-Sea, NR29 4AP

Thank you for making us welcome when we came to visit you. We enjoyed talking with you about your school. You behave well and look after each other well.

Yours is a satisfactory school that is improving due to the effective work of your teachers. You reach standards similar to those attained in most schools. Here are some of things that we liked about your school.

- The school looks after you very well and makes sure that you have a good understanding of how to stay safe and keep fit and healthy.
- You make a good contribution to your school and the local community. I was impressed by your work to help the village win a Britain in Bloom award.
- Your spiritual moral social and cultural development is good and helped a lot by your links with the school in France. I was also impressed by the photographs of your Indian dancing.
- There are good links with your parents and carers and with other schools and organisations that all help your learning.

To help your school continue improving we have asked the headteacher and governors to:

- ensure that when teachers plan lessons they use the information they have on how well you learn to make sure that the work they give you to do is not too hard or too easy. You can all help by telling your teachers if you find work easy.
- Strengthen leadership and management of mathematics so that you can be helped to improve your mathematics as quickly as you have improved writing.
- Make sure that the new systems to record and analyse how well you are doing are put into use quickly.

Yours sincerely

Stephen Lake
Lead Inspector

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