

Wincheap Foundation Primary School

Inspection report

Unique reference number	118867
Local authority	Kent
Inspection number	379697
Inspection dates	21–22 May 2012
Lead inspector	Mike Capper

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Alison Cogger
Headteacher	Clive Close
Date of previous school inspection	14–15 January 2009
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Age group	4–11
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Introduction

Inspection team

Mike Capper	Additional Inspector
Janet Tompkins	Additional Inspector
David Lewis	Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 26 lessons taught by 18 teachers. Discussions were held with parents and carers at the start or end of the school day, and with members of the governing body, staff and groups of pupils. The inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspectors analysed 116 questionnaires from parents and carers.

Information about the school

Most pupils come to this larger than average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those with special educational needs who are supported by school action plus, or who have a statement of special educational needs, is above average as the school includes a specialist speech and language department. At the moment there are 24 pupils in the department. They all have a statement of special educational needs for speech, language and communication difficulties. Children in the Early Years Foundation Stage are taught in two Reception classes. The school has several awards, including Artsmark Gold.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Strong leadership has ensured that the school has improved rapidly since its previous inspection. The school is not yet outstanding because the progress of disabled pupils and those with special educational needs is inconsistent and not all pupils make good progress in reading.
- Pupils' achievement is good. Children make good progress in the Early Years Foundation Stage. They build well on this good start in the rest of the school, quickly improving their literacy and numeracy skills so that attainment rises to broadly average levels by the end of Year 6. Most disabled pupils and those with special educational needs make good progress. The progress of those with a statement of special educational needs is satisfactory. In the speech and language department, pupils' differing needs are not always met well enough and teaching occasionally lacks inspiration.
- In the Early Years Foundation Stage and Key Stages 1 and 2, teachers match work closely to the needs of pupils, building well on their interests so that they are fully involved in their learning. In literacy lessons, pupils usually make good progress, but phonics (letter sounds) are not taught always systematically enough, sometimes slowing the progress of the least able in reading.
- Pupils' positive attitudes and good behaviour contribute greatly to their good learning in lessons. They work hard, thoroughly enjoy school and keenly take on responsibilities.
- Senior leaders manage performance and lead teaching well. They set high expectations for staff and pupils and improvements are based on accurate self-evaluation. Monitoring of provision is thorough, but leaders have too little expertise in the teaching of pupils with speech and language difficulties and what represents good practice to help them provide the right level of challenge and support to staff in the speech and language department.

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What does the school need to do to improve further?

- By April 2013, improve the progress of pupils in the speech and language department to the same good levels as in the rest of the school by:
 - ensuring that teaching consistently builds on pupils' starting points so that it meets differing needs more closely
 - ensuring that all lessons inspire and engage pupils
 - providing training for leaders so that they can offer the right sort of challenge to support rapid improvement in the department.
- By December 2012, improve the reading skills of less able pupils by:
 - ensuring phonics skills are taught more systematically to these pupils
 - ensuring that pupils read more regularly to their teacher, individually.

Main report

Achievement of pupils

The inspectors agree with the view of the vast majority of parents and carers that their children achieve well and make good progress. Parents and carers typically make comments such as 'My child has made fantastic progress.' Pupils' attainment by the end of Year 6 has been rising over the last two years and is now broadly average.

When children start school, very few are working at the levels expected for their age. Attainment in the Early Years Foundation Stage is improving, and children's progress is good. Consequently more children than in the past are now reaching the expected levels by the end of the Reception Year. In a typical literacy session, children rapidly improved their writing as they retold a story. They worked with great enthusiasm, with the most able confidently attempting to spell words such as 'ladybird' and beginning to add simple punctuation to their sentences.

Pupils' good and sometimes outstanding progress in lessons is maintained in Key Stages 1 and 2. In a Key Stage 1 literacy lesson, for example, pupils wrote and read with confidence as they produced stories about a lighthouse keeper. Good adult intervention moved learning on quickly, and pupils worked hard because they were clear about what they were learning and enjoyed the task. In a Key Stage 2 numeracy lesson, pupils rapidly improved their understanding of sequences because they were expected to think like mathematicians and were given good opportunities to explore their own ideas.

Pupils' attainment in reading is improving and it is now broadly average by the end of Year 2 and Year 6. This represents good progress from pupils' different starting points. In phonics lessons, most pupils make good progress. However, phonics is not always introduced systematically enough to the least able pupils and this sometimes slows their progress. The school has already made a start to tackling this, and pupils

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who are in danger of falling behind in reading are now being given extra support outside lessons, helping to close the gap so that most catch up with their peers by the time they leave the school. There are no significant variations between the progress of boys or girls or other groups, with all learning equally well in lessons.

The progress of disabled pupils and those with special educational needs, while never less than satisfactory, is uneven across the school. In the speech and language department, pupils often make small steps forward in learning that reflect good progress in relation to their complex needs, but in some lessons, their progress is slower. Outside the department, work for disabled pupils and those with special educational needs is tailored carefully for individuals, ensuring that they learn quickly most of the time.

Quality of teaching

Most parents and carers feel that the quality of teaching is good. This view is endorsed by inspection findings. Pupils say that they enjoy lessons.

Teachers ensure that there is a good pace to learning. They provide good challenge, managing pupils' behaviour highly effectively. Pupils are clear about the next steps in their learning because both the setting of targets and the quality of marking are good. Teachers encourage pupils to think for themselves and, in the Reception classes in particular, there are very good opportunities for children to work independently, especially in the well-resourced outdoor areas.

The splitting of classes into ability groups in literacy and numeracy is proving very successful in helping to raise attainment because it ensures that work is being very closely matched to pupils' needs. Throughout the school, teachers make learning interesting. For example, in a Year 5 and 6 literacy lesson, a less able group of pupils were highly motivated to write by an exciting activity that involved looking at evidence from a crime scene and differentiating between fact and opinion. Most pupils read to teachers in 'guided reading' sessions in groups, and at these times skills improve quickly, but not all read frequently individually with teachers. This makes it difficult for teachers to monitor pupil progress or to intervene when additional support is needed. Nonetheless, curriculum planning successfully supports the good development of basic skills in literacy and numeracy.

The teaching of disabled pupils and those with special educational needs is satisfactory in the speech and language department and good elsewhere. In the department, there are occasions when teaching does not engage or inspire pupils well enough and, although assessments are thorough and accurate, this information is not always used sharply to ensure that work builds on pupils' starting points. This means that progress, while never less than satisfactory, is not always as rapid as in the rest of the school, where good support that focuses accurately on the most important areas for improvement helps to ensure that pupils' skills improve quickly.

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Throughout the school, teaching successfully promotes pupils' spiritual, moral, social and cultural development. For example, high quality work in art and music helps pupils to develop a strong awareness of their own and other cultures.

Behaviour and safety of pupils

The inspectors found that pupils' behaviour is typically good and that pupils are keen to do well. This confirms the views of most parents and carers, who feel that their children behave well and are kept safe. Pupils also think that behaviour is good.

Pupils are friendly and they provide each other with good support and encouragement. They try hard and enjoy school because, as one pupil said, 'There are lots of fun things to do.' In the Early Years Foundation Stage, children are responsive, well motivated and very keen to take the initiative in their learning. Pupils are sensitive to the needs of others, and all pupils, including some from the speech and language department, play together happily at break times. Pupils' positive attitudes ensure that time is rarely wasted in lessons although on rare occasions some lose concentration and become fidgety if expected to sit for too long at the start of lessons.

The school has effective systems for promoting good behaviour and these are well understood by pupils and staff. Pupils feel free from all kinds of bullying, including cyber-bullying and racism. They feel that they can talk to their friends or an adult if they have any worries. Pupils with identified behavioural difficulties are supported sensitively and quickly improve their social skills.

Leadership and management

Senior leaders have driven good improvements since the last inspection, successfully breaking down many barriers to good learning. They set high expectations and the positive impact of their efforts can be seen in rapidly rising attainment that demonstrates that there is a good capacity for further improvement. There has been a strong and successful focus on improving teaching, especially in Key Stage 1, and consequently pupils now learn more quickly. Equality of opportunity is promoted well and the school makes good use of assessment information to identify small groups and individuals for intervention and catch-up work. Leaders ensure that there is no discrimination and they do all they can to ensure that all pupils, whatever their circumstances, have equal access to all activities. The governing body provides good challenge to the school and ensures that safeguarding arrangements meet statutory requirements.

Improvements are based on accurate self-evaluation and leaders know what still needs developing. Teachers' performance management and the judicious use of training courses have helped to improve teaching and have focused on the right priorities. For example, training in numeracy in Key Stage 1 had a very rapid impact on the quality of provision as it helped teachers to plan a richer range of activities. Middle leaders and managers take an active role in monitoring provision and they are

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clear about what needs improving next. However, leaders and other staff lack confidence in identifying good practice in the speech and language department and consequently variations in the quality of provision for these pupils are not always tackled quickly enough.

The rich and vibrant curriculum provides pupils with many memorable experiences both in and out of lessons. It is successful at promoting pupils' spiritual, moral, social and cultural development by, for example, giving pupils many opportunities to take responsibility.

The school engages well with parents and carers and nearly all are very positive about the work of the school. This is evident in a comment from one, reflecting the views of most: 'The children love coming to school.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils



Inspection of Wincheap Foundation Primary School, Canterbury CT1 3SD

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you about your work and hearing some of you read. We found that your school is providing a good education and is helping you to do well.

Here are some of the things we found out about your school.

- You said that you enjoy school, and it is great to see how well you all play together at break times.
- You are taught well most of the time. This helps most of you to make good progress.
- You rightly feel that behaviour is good and you keenly take responsibility.
- You feel you are kept safe and we saw that you take good care of each other.
- The school provides lots of interesting activities for you to take part in. The film club looked great fun!
- All adults in school are caring and they give you suitable help when you have problems with your work.
- The school's leaders are doing the right things to move the school forward.

These are the things we have asked your school to do next to help it improve even further.

- Help pupils in the speech and language department to do better by making lessons more interesting and ensuring that work always meets your needs.
- Help adults to understand better what sort of things they should be looking for when they check how well the department is working
- Help those of you who find reading difficult by making sure that you learn letter sounds more quickly and by giving you more chances to read to your teacher.

All of you can help your teachers by continuing to work hard all the time.

Yours sincerely

Mike Capper
Lead inspector

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