

Winterton CE Infant School

West Street, Winterton, Scunthorpe, North Lincolnshire DN15 9QG

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress as they move up through the school. By the end of Year 2, more pupils than average reach or exceed the National Curriculum levels expected for their age.
- Pupils are taught well. They benefit from excellent relationships with the adults in school. Reading and writing are taught particularly well.
- Pupils enjoy learning and say that they like all their lessons. Behaviour is good and older pupils set good examples to younger ones. Pupils feel very safe in school and know exactly what to do if they have any worries.
- The school has moved forward significantly since its previous inspection. Achievement, teaching and leadership and management have all improved strongly. The headteacher's firm leadership has been a major factor in this improvement.
- Other staff and the governors are helping to make sure that achievement and teaching continue to improve.

It is not yet an outstanding school because

- There are some aspects of teaching that still require improvement. Learning slows down during parts of some lessons; pupils in Years 1 and 2 are not always expected to think for themselves and marking is sometimes not helpful enough.
- In mathematics, the most able pupils do not always reach high enough levels. Their learning is sometimes not moved on fast enough and there are too few chances for them to use their mathematics skills in other lessons.

Information about this inspection

- The inspectors observed 13 lessons taught by seven teachers.
- Meetings were held with groups of pupils, staff and the Chair of the Governing Body. A telephone conversation took place between the lead inspector and a representative of the local authority.
- Informal discussions were held with parents as they brought children to school. Ten responses to the on-line questionnaire (Parent View) were analysed and the school's most recent questionnaires were examined.
- A range of documents were scrutinised including teachers' assessments of pupils' progress, samples of pupils' work books and records relating to behaviour and safeguarding.

Inspection team

Rosemary Eaton, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

Full report

Information about this school

- Winterton CE Infant School is smaller than the average-sized infant school.
- The proportion of pupils supported at school action is smaller than average, as are the proportions supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is larger than average.
- The headteacher took up her post in June 2011.
- A children's centre adjoins the school. It is not managed by the governing body and is inspected separately by Ofsted.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or outstanding by ensuring that:
 - pupils learn quickly throughout each lesson
 - pupils in Years 1 and 2 are expected to think for themselves and rely less on adults during lessons
 - marking shows pupils exactly how they can improve their work.
- Enabling the most able pupils to reach the highest levels they can in mathematics by ensuring that:
 - teachers set tasks that are hard enough and move pupils on to new work as soon as they are ready
 - there are more opportunities for pupils to practise using their mathematical skills during lessons in other subjects.

Inspection judgements

The achievement of pupils

is good

- When they join the Nursery class, children's skills vary considerably but they are broadly at the levels expected for their age. They make good progress during the Early Years Foundation Stage, across all the areas of their learning.
- Children's progress is often best in their personal, social and emotional development. Staff focus on this area throughout the day which means that children become confident to make choices about their learning, such as deciding what materials to use and saying when they need or do not need help.
- Progress is also good during Years 1 and 2. In reading, writing and mathematics pupils' skills, knowledge and understanding develop quickly. The school sets targets that are hard for pupils to reach, but they nearly always manage to do so.
- Disabled pupils and those with special educational needs make good progress. Teachers know each pupil very well and tailor work and support to match their needs. Most support from teaching assistants is provided within the classrooms. This is helpful because teachers can keep a close eye on how well each pupil is learning.
- Pupils known to be eligible for the pupil premium also make good progress. Their progress is the same as that of other pupils in the school with similar starting points. The school uses the additional funds in ways which have a direct bearing on how well these pupils learn. For example, additional teaching assistants mean that more help is available in class.
- Attainment is above average. Year 2 pupils now reach higher levels than at the time of the previous inspection, particularly in writing. Teachers' assessments show that in 2012, attainment in Year 2 rose markedly in all respects other than in the proportion of pupils reaching the higher level (Level 3) in mathematics.
- The school's leaders have identified mathematics for more-able pupils as a key priority. They have already taken some decisive steps, such as creating an extra teaching group for mathematics in Year 2. Currently, some class teachers do not move on the most able pupils' learning in mathematics as quickly as they do in reading and writing.
- Pupils' well-developed skills in reading and writing help them to learn in other subjects, such as religious education. They talk enthusiastically about books and read regularly at school and at home. Pupils of all abilities confidently use their knowledge of letters and the sounds they make (phonics) to tackle new words. By the start of Year 2, the most able pupils write in lively sentences using varied punctuation and vocabulary.

The quality of teaching

is good

- Teachers and teaching assistants quickly establish first-class relationships with pupils. These inspire pupils with confidence to tackle new work because they know that their efforts will be appreciated and praised.
- Teachers frequently plan activities that interest pupils and ensure that they enjoy learning. In a Year 1 phonics lesson, pupils were enthusiastic and learned well as they played a succession of games designed to teach them to read two-syllable words such as 'laptop'.
- In the Early Years Foundation Stage, children are strongly encouraged to do things for themselves and recognise when they need help. Key Stage 1 pupils are not routinely required to think for themselves and so they rely more than necessary on adults.
- Teachers and teaching assistants are skilled at using questions to encourage pupils to communicate and put their ideas into words. This helps them to organise their thoughts into interesting sentences before writing them down.
- In a minority of lessons, the best use is not made of all the time available. This happens particularly when pupils spend too long gathered together listening to the teacher give explanations. Pupils lose concentration and so do not make fast enough progress.
- Teachers assess pupils' learning frequently and accurately. They generally make good use of the information collected, matching work closely to what different groups need to learn

- next and making sure that it is just hard enough. This works best in reading and writing.
- In mathematics, the most able pupils are occasionally set work that does not stretch them sufficiently. At other times, despite pupils completing lots of similar work and showing that they have mastered a particular skill, such as doubling numbers, the teachers do not set a new, more difficult task. As a result, the pupils mark time instead of having chance to make more progress.
- Some marking of pupils' books is excellent but it is not all of this quality. Written comments do not always tell pupils just what to do in order to improve and sometimes use language that is too difficult for pupils to understand.

The behaviour and safety of pupils are good

- Pupils of all ages show in every lesson that they are keen to learn. They are clear that they learn a lot and are proud to explain how they have improved. Year 2 pupils were delighted that they could now spell 'through' and pointed out that 'it's the same as 'though' but with a 'r'".
- Behaviour is good during lessons and at playtimes. Pupils respond quickly to adults' guidance so everyone can learn and have fun without interruption. There are examples of the behaviour of individuals improving significantly, as a result of the school's methods of encouraging them to behave well.
- Parents have overwhelmingly positive views about behaviour in the school.
- Pupils explain that the school's motto, 'We care', means 'be kind all the time'. Older pupils recognise their responsibility to set good examples. Additionally, they act as Playground Friends and 'take care of children who are sad'.
- Pupils understand the difference between 'getting cross' and bullying. They are clear that bullying is very rare indeed and the school's records confirm this.
- The school teaches pupils how to respond if they are concerned about the behaviour of someone else. Raising a hand they say 'Stop! I don't like that!' If this does not do the trick, they tell an adult. They are certain that staff would sort things out.
- One reason why pupils feel so safe in school is their confidence in the adults. They are also reassured by practical matters, such as knowing just what to do in the event of a fire.
- Attendance rates are average. The school acts firmly and successfully to improve the attendance of pupils' who give cause for concern.

The leadership and management are good

- Strong, informed and determined leadership by the headteacher has underpinned the school's improvement. She quickly decided on the aspects most in need of attention and the best ways forward. For example, improving the quality of teaching has led to better progress and higher levels in pupils' writing.
- The roles of other senior leaders and subject leaders are developing well. Senior leaders play an increasingly valuable part in moving the school forward by taking responsibility for key aspects, such as the Early Years Foundation Stage or literacy. Subject leaders have also begun to carry out checks on teaching and learning.
- The headteacher takes the lead in ensuring that the work of teachers and teaching assistants continues to improve. These arrangements for managing their performance are rigorous and influence the way in which leadership responsibilities are distributed.
- The pupil premium is spent diligently on measures to benefit these pupils. For example, this year a learning mentor has been appointed to attend to pupils' emotional needs and phonics groups have been reduced in size. Actions such as these show that the school tries successfully to give all pupils equal opportunities to learn.
- The curriculum meets pupils' needs well with a clear focus on literacy and numeracy. However, there are too few planned opportunities for pupils to use their mathematical skills

in subjects such as science or geography.

- A particular strength of its curriculum is the way the school provides for pupils' spiritual, moral, social and cultural development. Links with the church and community support this work.
 - Leaders take very seriously their responsibility to safeguard pupils and the arrangements meet current requirements.
 - The local authority has provided the new headteacher with effective support, for example, to help improve the systems for tracking pupils' progress.
 - **The governance of the school:**
 - The governing body strong support and asks for more information when necessary, for example, about patterns of pupils' attendance.
 - The governing body helps to improve teaching, for instance, by paying teaching assistants to attend training sessions.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118020
Local authority	North Lincolnshire
Inspection number	401718

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Mrs Angela Dunkerley
Headteacher	Mrs Christina Tims
Date of previous school inspection	9 March 2010
Telephone number	01724 732386
Fax number	01724 732389
Email address	admin.wintertoninfants@northlincs.gov.uk

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