

Winslow Church of England Combined School

Lowndes Way, Winslow, Buckingham, MK18 3EN

Inspection dates 20–21 November 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.

- The strong leadership of the headteacher and governors is ensuring that the school is improving rapidly.
- Children in the Early Years Foundation Stage enjoy school and make good progress in all areas of learning.
- The quality of teaching is now good and results in pupils achieving well. Leaders, including governors, have been successful in improving its quality since the previous inspection.
- Pupils consistently attain well and are making good progress.
- Pupils' attitudes to learning are positive and they feel safe. Their relationships are a strength of the school. Consequently, behaviour is good.
- Systems for identifying and supporting disabled pupils and those with special educational needs have improved since the previous inspection. Consequently, these pupils now make good progress.

It is not yet an outstanding school because

- Too many responsibilities still remain with the governors and headteacher. The roles and influence of the wider leadership team in driving improvement are not fully established.
- Teaching in a small minority of lessons is not as successful as the large majority
- Teachers do not yet give pupils enough opportunities to review their learning and progress.

Information about this inspection

- Inspectors observed 27 lessons. Four of these were joint observations with the headteacher and deputy headteacher. Inspectors also listened to pupils reading and observed leaders providing feedback to the four teachers who had been jointly observed.
- Meetings were held with pupils, a representative of the local authority, governors, subject and senior leaders.
- Inspectors talked to parents informally and took into account the 47 responses to the online (Parent view) questionnaire.
- Inspectors looked at many documents and other evidence related to the work of the school, such as the school's analysis of how well it is doing, governing body minutes and records of the monitoring of teaching and learning. They also looked at the school's own information on pupils' current attainment and progress as well as the school's new website.

Inspection team

John Croghan, Lead inspector

Additional Inspector

Alison Cartlidge

Additional Inspector

Liz Kissane

Additional Inspector

Full report

Information about this school

- Winslow is a larger than average-sized primary school.
- The proportion of pupils eligible for extra funding through the pupil premium (including pupils known to be eligible for free school meals) is well below the national average.
- The proportions of pupils supported through school action, at school action plus or with a statement of special educational needs are below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - providing pupils with greater opportunities for taking the initiative in their learning and always giving them enough time to produce good quality work
 - making certain that teachers constantly check the learning of individuals and groups, as well as the whole class, during lessons
 - ensuring that marking, especially in mathematics, consistently provides pupils with clear guidance on how to improve their work and that pupils are given the opportunity to respond and act on the advice given
 - increasing teachers' expectations for the quality and quantity of writing of the more-able pupils in Key Stage 1.
- Improve and develop the role of all leaders by:
 - improving the opportunities for them to have a greater influence over the teaching in the subjects for which they are responsible
 - continuing to give them greater accountability for pupils' achievement.

Inspection judgements

The achievement of pupils

is good

- Children start school in the Reception classes working within the level expected for their age. They make good progress and attainment is above average on entry to Year 1. Children particularly make good progress in writing and number work because stimulating activities support their learning especially well in these areas.
- Pupils' attainment is consistently above average by the end of Years 2 and 6. Progress is improving rapidly in Key Stage 2, so that it is now good in all subjects across the school.
- Reading is a particular strength because it is well taught. Pupils in Years 1 and 2 enjoy their reading because they gain confidence in using their knowledge of phonics (sounds that letters make). Consequently, in Year 1, the majority of pupils reached or exceeded the expected level in the recent phonics test. Pupils read independently and develop a genuine enjoyment of books.
- Writing is improving well, although in Key Stage 1 more-able pupils do not always do as well as they could because they do not have enough opportunities to extend and improve their work. There is good evidence of writing being used well in other subjects in Years 3 to 6, for example in history when studying the Second World War.
- The school is successfully closing the gap in achievement for pupils who benefit from pupil premium funding. One-to-one tuition has accelerated the progress of these pupils. They achieve well because their needs are identified more precisely than in the past.
- Disabled pupils and those with special educational needs are making good progress because there is greater rigour in pinpointing their next steps in learning.
- The school's successful efforts to improve achievement have resulted in rising attainment and progress, particularly in Key Stage 2, for pupils whose circumstances make them vulnerable, and those pupils who find learning difficult.

The quality of teaching

is good

- Teachers use a variety of interesting and relevant introductions and resources that inspire and motivate pupils, including video as seen in Years 3 and 5, for example.
- In all classrooms adults value and respect pupils. They model their expectations so that pupils gain confidence and feel confident to ask questions.
- Teachers have good subject knowledge and are able to support learning consistently with enthusiasm and obvious interest. They ask probing questions that help pupils to think, extend their learning and develop their vocabulary.
- They create good learning opportunities sometimes with really good opportunities for pupils to work independently of an adult. This was seen in the 'Teamwork on Tuesdays' mathematics lessons in Year 6 where pupils worked collaboratively to collect data comparing most common letters in French and English.
- In most lessons teachers plan well to take account of what pupils can do already, but this is not yet entirely consistent. Occasionally, work is not hard enough for some pupils. For example, teachers in Key Stage 1 do not always expect enough from the more-able pupils in writing. At other times there are occasions when teachers do not adapt work as a lesson progresses when they see that the pupils have mastered the tasks they have been given.
- Teaching assistants support disabled pupils and those with special educational needs well.
- Marking is frequent and regularly gives positive feedback on the work produced, especially in written work, throughout the curriculum. Here, teachers provide opportunities for pupil contributions and give clear suggestions for improvement. Good guidance is seen less often in mathematics. Pupils benefit from this valuable guidance that supports their progress, agree targets and understand their achievements.
- In a few lessons, pupils are expected to listen to the teacher talking to the whole class, when they

already understand what they need to do and consequently are not given enough opportunities to find things out for themselves.

The behaviour and safety of pupils are good

- Pupils throughout the school are articulate and interested in the people around them. They enjoy talking to each other and adults; they are able to discuss their ideas, celebrate their successes or discuss their concerns with equal confidence.
- The great majority of pupils behave well in class, around the school and at break times and lunchtimes, while supporting each other equally well. On a few occasions, pupils are quietly inattentive when lessons are less inspirational.
- They cooperate well with each other, respect each other and when given the opportunity show real initiative, maturity and independence. The use in many classrooms of 'learning leaders' is just one example of the exceptional ability of pupils to respond and develop each other's talents.
- These very positive attitudes and behaviours contribute greatly to their spiritual, moral, social and cultural development. These strengths were observed regularly throughout the inspection and contribute greatly to their good attainment and progress.
- Spiritual awareness was particularly evident in the assemblies attended (where pupils showed real empathy when praying), as well as in many of the discussions in lessons where paired talk allowed exploration of emotions and feelings.
- Their good cultural awareness is enhanced by the curriculum, and the ethos of care throughout the school is such that all pupils have equal opportunity and are included in all aspects of the school's activities.
- Pupils trust adults, say they feel safe and clearly understand the school's systems of sanctions and rewards, but a few are concerned at some of the occasional minor behavioural issues. Pupils spoken to were clearly aware and understood the positive actions taken by the school in regard to serious misbehaviour and bullying. They are fully aware of the different kinds of bullying.
- When given opportunities pupils contribute well and take their responsibilities seriously, as seen with head boys and head girls in each year group, the school council and ECO-monitors, where their influence is clearly visible around school.

The leadership and management are good

- There have been strong improvements in pupils' achievement as a result of good leadership and management by the headteacher and the governing body.
- Teaching is improving strongly and a strong performance management system is effective, with school improvement priorities clearly identified and linked to teacher targets and pay progression. The half-termly structure and agenda of the new pupil progress meetings are a key element in the improvement in progress and attainment at Key Stage 2.
- Good analysis of data showing pupils' attainment is leading to well-targeted and effective support for groups of pupils. The school's priority to improve mathematics was supported by training and new resources, purchased to improve the independence of pupils during lessons, which resulted in the improved attainment and progress this year.
- The local authority has the school as 'light touch' which is appropriate to the school's needs.
- Leaders have developed an exciting and stimulating curriculum which is celebrated in the displays in classrooms and corridors, as well as being mentioned by many pupils during the visit.
- The headteacher has been instrumental in driving improvements in teaching and achievement. Until recently, too little responsibility has been delegated to other staff. The new senior team has good awareness of their new roles. Although they are already supporting the headteacher they are not yet playing a full role in improving teaching and learning and raising achievement.
- The 'Be the best you can be' philosophy clearly displayed, shared by staff and governors, is well understood by pupils, so that there is beginning to be a shared improvement agenda in the school,

while the establishment of regular reviews is already improving analysis of current strengths and achievements. Parents have indicated that they are happy with the school, feel their children are kept safe and are well looked after. One parent commented that 'this is a big school with a small school feel'. Leaders are aware that there have been improvements in communication about homework and progress but that this is still a priority for the school.

■ **The governance of the school:**

- Governance is good because governors have maintained their detailed understanding and awareness of the strengths and needs of the school, and continue to be the foundation on which the recent improvements have been based. Their understanding of the link between school priorities, the performance management process and salary progression is a key element in the school's success. It ensures that there is no discrimination and that the resources available to the school are used well for the benefit of pupils. Governors take full ownership alongside the headteacher of pupil premium funding, supporting the introduction of new resources, including effective additional support. Safeguarding requirements are met and policies, such as for health and safety, are well implemented. The clear structures through committees and main meetings, individual visits into school, as well as regular meetings between the Chair and headteacher, provide varied support to the school. They also enable the governors to hold the headteacher to account for the school's performance.

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	110449
Local authority	Buckinghamshire
Inspection number	405285

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Mrs Anne Hoskins
Headteacher	Simon Rose
Date of previous school inspection	29–30 September 2010
Telephone number	01296 712296
Fax number	01296 712444
Email address	office@winslow.bucks.sch.uk

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