

Wincanton Primary School

South Street, Wincanton, BA9 9DZ

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 clear leadership of the headteacher has led to considerable improvements in teaching and the progress that pupils make, since the previous inspection. Consequently, attainment has risen.
- Pupils of all ages make good progress from their starting points, including disabled pupils and those with special educational needs.
- Pupils want to learn and know how to make their work better because teachers' marking tells them what to do to improve.
- Teaching is good because lessons are interesting and teachers skilfully question pupils to make sure that they understand their learning.
- Lessons excite pupils because they are now based on interesting topics that broaden their understanding of the world around them.
- Senior leaders and the governing body carefully check the quality of teaching and learning. They ensure that any pupils falling behind are given the support that they need to catch up quickly.
- Pupils behave well and are courteous and polite. They are well cared for and feel safe in school.

It is not yet an outstanding school because

- Pupils' progress in mathematics is a little slower than in English. This is because there are not always enough opportunities for pupils to investigate and solve problems so that their understanding of mathematics can develop more rapidly.
- The most able pupils are not always challenged quite enough or given enough opportunities to use their skills and knowledge to take responsibility for their own learning.

Information about this inspection

- The inspectors observed 13 lessons. These included joint observations with the headteacher and two other members of the school’s leadership team. In addition, the inspectors made a number of other short visits to lessons and listened to pupils read.
- Meetings were held with groups of pupils, the Chair and other members of the governing body, the headteacher, members of the leadership team and other teachers. A discussion was held with a representative of the local authority.
- The inspectors took account of the 20 responses to the online Parent View survey and the parents spoken to during the inspection, as well as the response to the school's own questionnaire, from earlier in the year.
- Inspectors scrutinised a range of documents including the school’s self evaluation, the plans for improvement and how the school keeps pupils safe. Minutes of governing body meetings and records relating to behavior and attendance were also examined.
- Inspectors analysed the school’s data on pupils’ current progress and evaluated work in pupils’ books. They also examined teachers’ plans for lessons and documentation on how the leadership team monitors teaching and the performance of teachers.

Inspection team

David Howley, Lead inspector

Additional Inspector

Christine Huard

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- An average proportion of pupils are eligible for the pupil premium additional funding, including those known to be eligible for free school meals.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus and those with a statement of special educational needs is below average.
- The majority of pupils are White British. There are very few pupils who speak English as an additional language.
- The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement in mathematics by providing more opportunities for pupils to apply their knowledge and skills to problem solving and a variety of investigative activities.
- Ensure the most able pupils are sufficiently and consistently challenged, and given more opportunities to take the lead in their learning.

Inspection judgements

The achievement of pupils is good

- The school's accurate assessments of pupils' learning and the evidence from national data show that pupils, throughout the school, have made good and improved progress since the previous inspection.
- Children enter the Early Years Foundation Stage with skills and knowledge below, and sometimes well below, that expected for their age. They make good progress because they are provided with a wide range of interesting activities that engage and excite them and, as a result, they persevere and achieve well. By the end of the Reception year, their attainment is broadly average, although sometimes a little below in the basic skills of reading, writing and calculating.
- Pupils are now making good progress in Key Stage 1. Attainment at the end of Year 2 is rising in reading, writing and mathematics. The proportion of pupils meeting the expected standard in the national screening check of how well pupils, aged six, understand letters and sounds was above that seen nationally.
- Progress in reading is good because pupils enjoy reading and it is encouraged on a daily basis. Pupils read often and widely, and many like to read at home. Guided reading sessions for pupils in Key Stage 2 and daily sessions covering the sounds made by the different letters and groups of letters (phonics) in Key Stage 1 have made a strong contribution to improvements in both reading and writing.
- The school's data show that pupils presently in Key Stage 2 are not progressing quite as quickly in mathematics as they are in English. This is because there are not always enough opportunities for them to investigate and solve problems so that their understanding of mathematics can develop more rapidly.
- Although attainment at the end of Year 6 in 2012 was below that nationally, pupils have made rapid and accelerated progress in the past two years. This is because the school has very effectively addressed the weaknesses in teaching that had impeded the earlier progress of these pupils. This has resulted in accelerated rates of progress being made and sustained by pupils, across Key Stage 2.
- All groups of pupils make good progress, including disabled pupils and those with special educational needs. This is because their progress is checked regularly and teaching and support programmes are adapted. Pupils eligible for the pupil premium funding make good progress because these funds are used wisely to provide additional support to ensure their needs are closely met. Pupils in the nurture group make good progress, and some do even better than this, because highly individual programmes are taught in a very supportive and encouraging learning environment.

The quality of teaching is good

- Teaching is good because teachers set consistently high expectations for learning. This has resulted in pupils making good progress across the school.
- Teachers have good subject knowledge and they plan lessons well so that pupils of different abilities are challenged through appropriate and engaging tasks. Nevertheless, pupils with the highest ability are not always given the opportunity early enough in lessons to use their skills and knowledge independently.
- Pupils are clear about what they are learning because teachers regularly question to ensure that they have understood.
- The new curriculum contributes greatly to pupils' enthusiasm for learning. This is because topics have exciting starting points and engage pupils through varied and enriched activities. Parents' comments demonstrate how the curriculum has 'improved the school tremendously over the past two years'. Also that learning is 'good fun' and that their children 'do not want to miss

anything’.

- Teachers’ use of assessment information ensures that lessons are well planned to systematically improve pupils’ skills in English and mathematics. Pupils are clear about their targets and regular and informative marking enables them to know how they can improve their work. Pupils regularly check their own work and can explain with confidence how they have corrected past mistakes. The quality of work in books shows that learning in lessons is consistently good and sometimes better than this.
- Teaching assistants are skilled and effectively deployed. This enables teachers to plan lessons more flexibly for the needs of different groups and ensure that these pupils receive the support they require.
- Communication skills in reading, writing and mathematics are used well across the curriculum. For example, Year 5 and Year 6 pupils were using skills they had learnt in English in their lesson about Muslim festivals. Reading is regularly encouraged and this has led to pupils writing more extensively.

The behaviour and safety of pupils are good

- Pupils are polite and courteous and behave well in lessons, in the playground and around the school. This is because adults in the school foster mutual respect and pupils enjoy their learning.
- Pupils say that behaviour is good and that any occasional poor behaviour in lessons is dealt with quickly and that teachers always use the ‘traffic light’ code of conduct. They say improvements to the playground and the changed arrangements for lunchtime enable them to play safely and enthusiastically.
- Pupils are aware of how to keep safe and manage risks. For example, they spoke confidently about how to stay safe when using the internet and of what the dangers are.
- Punctuality in coming to school and to lessons is good and attendance is rising. A parent commented that their child was determined to come to school, despite feeling unwell that day, because they had a trumpet lesson and the glee club. The vast majority of parents feel that their child feels safe and is well looked after.
- Pupils confirm that there is no bullying and have a very good understanding of the different types of bullying, such as name calling and cyber bullying. They know how to deal with bullying and are confident it would be dealt with firmly, should it ever occur.

The leadership and management are good

- The headteacher’s clear vision for driving improvement is shared by senior leaders, governors and the staff. People feel valued and this has contributed to considerable improvements in teaching and pupils’ progress since the previous inspection and confirms that the school is well placed to improve further.
- The monitoring of teaching and pupils’ progress is rigorous. Senior leaders are very accurate in evaluating the impact of teaching on pupils’ learning, and pupils’ progress is analysed regularly. This systematic self-evaluation informs a well-managed programme for developing teachers and the procedure for appraising the performance of staff is thorough.
- Middle leaders work together well to raise attainment in their areas of responsibility. Targets to improve attainment in English and mathematics are reviewed regularly, and teachers are taking increasing responsibility for the information that informs these reviews.
- Equal opportunities are promoted effectively and the school ensures that all pupils are provided with sufficient challenge or support to enable them to make good progress in their learning.

- The revision of the curriculum has greatly increased the enthusiasm of pupils for learning. Afternoons are dedicated to a learning experience that draws on different subjects through exciting and challenging activities. It enables teachers to plan together and has increased the development of reading and writing skills in other subjects.
- Pupils' spiritual, moral, social and cultural development is promoted well and there are many examples of this in pupils' work around the school. The assembly based on anti-bullying week was excellent in re-enforcing messages of how to respond and develop resilience to bullying.
- The school effectively engages parents in their child's learning. A very large majority of parents feel that they are well informed about their child's progress and that the school responds well to any concerns.
- The local authority provides light touch support for this good school.

■ **The governance of the school:**

- The governing body is effective in holding the school to account. It challenges the school's performance well and monitors its finances efficiently. It ensures that pupil premium funding is used effectively, for example in providing one-to-one teaching support for pupils who are in danger of falling behind in their learning. Governors are involved well in the performance management procedures of the school and ensure that performance management influences teachers' progression through the salary scales. The governing body ensures that all statutory requirements are met, particularly those relating to safeguarding, which is of high priority in the school.
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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	123667
Local authority	Somerset
Inspection number	406179

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Roger Lowe
Headteacher	Graeme Wilson
Date of previous school inspection	12–13 October 2010
Telephone number	01963 32132
Fax number	01963 31900
Email address	office@wincanton.somerset.sch.uk

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