

# Winkleigh Community Primary School

Farmer Frank's Lane, Winkleigh, Devon, EX19 8JQ

**Inspection dates** 13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This is a popular school with a happy and welcoming ethos. Its number on roll is increasing.
- The school has improved considerably since the previous inspection. The headteacher and governors have successfully focused on improving the quality of teaching and pupils' achievement, both of which are now good.
- Children make a good start in the Early Years Foundation Stage. They enjoy the exciting and stimulating range of activities, which develops their skills well.
- Teaching is good. Teachers have high expectations which the pupils respond to so that they all learn well and make good progress.
- The school promotes a love of reading from the earliest years. All pupils make very good progress in reading.
- Teachers mark books extremely well, so that pupils know exactly what they need to do to improve their work.
- The school promotes pupils' spiritual, moral, social and cultural development well so that pupils are polite and their behaviour is good. They welcome the opportunity to talk to visitors about their school and do so with great pride.
- The drive for improvement is shared by the whole school team and is well supported by the governing body.

### It is not yet an outstanding school because:

- The proportion of outstanding teaching is not high enough. Occasionally, the work set for pupils does not match their different abilities well enough, being too difficult for some and too easy for others.
- The roles of leaders in charge of subjects are not yet fully developed.

## Information about this inspection

- Inspectors observed 18 lessons.
- Meetings were held with pupils from Years 5 and 6, members of the governing body and the literacy, numeracy and special needs coordinators. A telephone discussion was held with a representative of the local authority.
- Inspectors heard pupils read, observed morning playtime and lunch breaks and also attended an assembly.
- Pupils' work was scrutinised, including the 'learning journey' records of the youngest children. Displays around the school were also examined.
- Note was taken of the 24 responses made to the online questionnaire (Parent View), the response to the school's own survey of parents' and carers views and several letters from parents and carers. An inspector met some parents and carers informally at the start of each day. The views of 11 staff, as expressed in the staff questionnaire, were also considered.
- A range of documents was looked at, including the school's information on pupils' progress, improvement planning, the school's self-evaluation, information on the quality of teaching and records relating to behaviour, attendance and safeguarding.

## Inspection team

Anne Wesley, Lead inspector

Additional inspector

Neil Gillespie

Additional inspector

## Full report

### Information about this school

- The school is a smaller-than-average-sized primary school.
- It has seven classes, including one Reception class for children in the Early Years Foundation Stage.
- Almost all pupils are of White British heritage.
- A smaller than average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and pupils from service families.
- The proportion of disabled pupils and those with special educational needs supported at school action and school action plus is below average. The proportion of pupils with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for any of its pupils.

### What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding by:
  - making sure that all the work set is always well matched to pupils' abilities, especially when they are all being taught together
  - using teaching assistants more often to support groups of pupils within class lessons
  - sharing the outstanding practice which exists within the school with all teachers
  - developing further the roles of leaders in charge of subjects in checking on the quality of teaching and the impact it has on pupils' learning and progress.

## Inspection judgements

### The achievement of pupils is good

- All pupils, whatever their age or ability, show a genuine interest in learning and achieve well.
- Children enter the school with skills and knowledge generally in line with expectations for their age. They make good progress through the Reception class because learning activities are matched well to their needs. By the time they enter Year 1, their skills are above average.
- Children in the Early Years Foundation Stage and Key Stage 1 make especially good progress in developing their understanding of letters and sounds (phonics), and gain the confidence to use this knowledge to tackle new words. In the first national phonics screening check for six-year-olds the results were well above the national average.
- Throughout the school there is a strong emphasis on the development of pupils' reading skills, from well-planned work on early reading skills in Reception, Year 1 and Year 2 to the more advanced skills pupils need to achieve the higher levels at the end of Year 6. Consequently, the progress all pupils make in reading is a strength of the school
- Since the previous inspection, attainment at the end of Years 2 and 6 has steadily improved year on year. By the end of Year 2, pupils' attainment is above the national average in all subjects. Although progress is not so rapid in Years 3 and 4, results at the end of Year 6 are also above national averages in all subjects. Almost all pupils, including disabled pupils and those with special educational needs, make at least the progress expected of them and some make even more rapid progress.
- In mathematics, pupils use their sound knowledge of calculations and tables to solve problems confidently. Those capable of more demanding work are given every opportunity to work towards and achieve the higher levels in tests at the end of Year 6.
- Pupils made good progress in the lessons seen by the inspectors. In an English lesson in Year 5, for example, progress for each pupil was assured because the lesson was planned following on from the teacher's thorough marking of pupils' previous work.
- The teachers' thorough scrutiny of pupils' individual records during their meetings with the headteacher ensures that additional help is targeted to those who need it most. Teaching assistants effectively support children with particular needs and as a result they achieve well.
- The pupil premium funding has been used to provide additional adult support for this group of pupils. The school checks carefully to make sure that the extra help is improving, and their progress is at least as good as other pupils.

### The quality of teaching is good

- Teachers have generally high expectations of the pupils, and this is reflected in the progress they make.
- Teachers encourage a love of reading throughout the school. For example, much effective learning in Reception has come from the children's enthusiasm for the story of The Lighthouse Keeper's Lunch. Pupils in Year 6 talk confidently about the books they enjoy and are knowledgeable about types of books and their characteristics.
- Teachers use questioning skilfully. Pupils are given the opportunity to answer or discuss their answers with one another. In one Year 6 mathematics lesson, for example, pupils learning about inverse operations were continually checking and discussing their ways of solving the set problems with their fellow pupils. This ensured that all were engaged, sharing and thinking for themselves.
- Most teachers mark pupils' work particularly well so that pupils fully understand what they need to do to improve their work. They are given time to reflect on their teachers' remarks and it is clear in their books that they act on the advice. Consequently, the following pieces of work show considerable improvement.

- A particularly strong feature of the best teaching is the close match of group tasks to the pupils' ability. For example, in a particularly good practical mathematics lesson, the good match of task to ability ensured all the groups made good progress. In particular, the more able pupils were challenged by the particular tasks set for them.
- When whole classes are taught together the teachers do not always take such careful account of the different ages and abilities. Occasionally, therefore, an introduction to a lesson might be too difficult for some, while others might be revising concepts that they know and are prevented from moving on more quickly.
- Teaching assistants provide good support in some lessons. However they are mostly engaged in activities with individual pupils, so only a few pupils benefit from their expertise.
- Teachers continually set imaginative tasks. For example, Year 5 pupils' instructions on 'How to catch a Troll' included highly creative pieces of work. Taking the lead from a child's belief that a monster lives in the garden shed, the teacher is inspiring reception children's creativity. As one pupil said, 'Teachers are an inspiration.'

### **The behaviour and safety of pupils** are good

- There is a very welcoming atmosphere throughout the school. Pupils are always friendly and polite. They get on well with each other and with adults. They enjoy school and are keen to learn. They are expected to behave well and the large majority do.
- Teachers manage pupils' behaviour well. They create a positive climate for learning and promote pupils' spiritual, moral, social and cultural development effectively. As a result, relationships among pupils are strong. Pupils work very well together, listening carefully to each other with most being happy to contribute to lessons. However, a few pupils contribute less and are content to let others take the lead.
- Children in the Early Years Foundation Stage learn the rules of good behaviour quickly. They show maturity as they concentrate and persevere with activities, choose their own resources and decide for themselves when they should have their morning snack.
- Pupils are aware of the different forms bullying can take, and pupils, parents, carers and staff agree that bullying is very rare. Playtime is a pleasant social occasion enjoyed by the pupils who play well together.
- Parents and carers are supportive of the school. The majority of parents and carers, who responded to Parent View and the school's own survey, indicated that the school makes sure pupils are well behaved and deals with any rare incidents of bullying effectively. One parent or carer, reflecting a typical view, wrote, 'I feel my children are very safe and happy at the school.'
- Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They know how to act if something seems dangerous and are secure in the knowledge that help is on hand should they need it. They feel safe.
- The pupils' good attendance reflects their enjoyment of school and the good partnership with parents and carers.

### **The leadership and management** are good

- The headteacher, staff and governors consistently set high expectations for pupils' achievement and behaviour. As a result the school has been on a rapid and successful journey of improvement since the last inspection.
- Effective management of teachers' performance enables the school to provide support and constructive criticism, helping teachers to improve their work in the classroom. Actions to bring about improvement are always followed through to see if they are successful. As a result, the quality of teaching is good overall.
- Subject leaders make a significant contribution to school improvement. They are well aware of the school's strengths and areas for development. The structure of leadership is still developing

in this growing school and a formal senior leadership team is not yet fully established. Leaders, other than the headteacher, are not involved enough in checking on the quality of teaching and pupils' progress. They have not as yet ensured that the very best practice is shared across the school so that the quality of teaching can be raised further.

- Pupil premium funding is used effectively. There are only a small number of pupils eligible for this funding; they have diverse needs so the needs and the progress of each pupil are checked individually. The use of this funding is checked by governors.
- Staff work extremely well with parents and carers, who are very positive about the school, its leadership and improvements. Discrimination of any kind is not tolerated in the school. Staff treat all pupils equally, including disabled pupils and those with special educational needs.
- The local authority supported the headteacher effectively when she was first appointed. Currently, the local authority provides only light touch leadership support if requested.
- Pupils' learning is enriched by a wide-ranging and interesting variety of subjects and activities. Drama is used often and well, with the result that the pupils are articulate and confident when speaking to a group. Pupils' work in the classroom is enhanced by visits to places linked to their lessons and visitors also widen pupils' view of the world. For example, the local Morris dancers visited during the inspection, adding greatly to the whole school's current topic of 'Community'.

#### ■ The governance of the school:

- Governors have a good understanding of the information on pupils' progress provided by the school, and minutes of their meetings show that they ask searching questions about how well the pupils are doing at different stages and in different subjects. Governors visit lessons and talk to teachers, therefore are well informed about the quality of teaching. They are aware that they need to ensure that good teaching is rewarded and underperformance is checked. Governors are well trained; for example, the new Chair of the Governing Body has attended training and there is a good induction programme for new governors. They are committed to the school and keen to raise their performance still more through further training. They demonstrated this when they recently undertook a local authority 'health check' on the quality of governance. The governors ensure that their statutory obligations, especially in safeguarding pupils' welfare, are met and are effective.

## 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

<b>Unique reference number</b>	113174
<b>Local authority</b>	Devon
<b>Inspection number</b>	401348

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vickie Howes
<b>Headteacher</b>	Vicki Fenemore
<b>Date of previous school inspection</b>	23–24 September 2009
<b>Telephone number</b>	01837 83354
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