

# Winshill Village Primary and Nursery School

Brough Road, Winshill, Burton-on-Trent, DE15 0DH

**Inspection dates** 19–20 June 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.

- Children in Nursery and Reception quickly develop positive attitudes to school and make rapid progress.
- Pupils achieve well. Attainment in English and mathematics has risen in Key Stages 1 and 2 in the last two years. Pupils are now working at the levels expected nationally for their age.
- Nearly all teaching is good. Teachers match work to pupils' different abilities skilfully. They manage pupils well and their expert use of sharply timed activities prompts pupils to work hard.
- Pupils respond well to their teachers' encouragement, concentrate fully when working on their own and make good use of teachers' marking to improve their work.
- Warm relationships help pupils to develop good attitudes and enjoy their learning. They respect the school's clear systems for managing behaviour.
- Pupils behave very responsibly. They feel safe in school and have a well-developed awareness of how to stay safe.
- Well-chosen support enables pupils who need extra help to catch up quickly.
- The school is led very effectively by the headteacher, who has made good use of training to improve teaching and the expertise of staff who hold leadership responsibilities.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. A few weaknesses in teaching slow the pace of learning and hold back pupils' achievement.
- The best practice in teaching is not shared fully across the staff.
- Although most pupils attend regularly, overall attendance is below average.
- Governors have not had sufficient training in data analysis to enable them to evaluate sharply pupils' performance or the impact of additional funding such as the pupil premium.

## Information about this inspection

- Inspectors observed teaching in 14 lessons taught by 11 teachers and/or teaching assistants. Three of these lessons were observed together with the headteacher.
- Samples of pupils' work in English and mathematics were analysed. An inspector listened to some Year 2 pupils reading.
- Meetings were held with school staff, a group of pupils, governors and a representative from the local authority.
- Inspectors took account of the 21 questionnaires completed by staff and the 12 responses by parents to the online questionnaire (Parent View). Responses to the school's own recent surveys of parents' and pupils' views were also analysed. An inspector spoke informally to a few parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; school improvement plans; the school's own data on pupils' attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Marian Driver

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most primary schools, but pupil numbers have increased by 50% in the last four years.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is above average. In this school, this extra government funding currently applies only to pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is well below average.
- More pupils than usual join or leave during the school year.
- The youngest children are taught in one part-time (morning) Nursery class and one Reception class.
- A pre-school group called 'Cygnetts' operates on the school site, but it is privately managed and subject to a separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Make more teaching outstanding and further raise pupils' achievement by ensuring that:
  - all teachers regularly and effectively review pupils' learning in lessons, to make sure all groups make maximum progress
  - less-able pupils can securely recall their times tables, and are provided with good resources to help them work effectively when writing on their own
  - pupils are given more opportunities to devise their own problem-solving tasks in mathematics
  - the existing best practice in teaching is fully shared across the staff.
- Enhance the effectiveness of leadership and management by ensuring that:
  - governors are fully trained to understand data on pupils' performance, to help them gain a sharper knowledge of how well pupils are doing and evaluate closely the impact of pupil premium funding.
- Work closely with identified families to raise attendance to at least the national average by Easter 2014.

## Inspection judgements

### The achievement of pupils is good

- The levels of skills and knowledge of most children on entry to Nursery are well below those typical for their age. They make good progress in the Nursery and Reception classes thanks to improvements in teaching and the activities provided, and this ensures that they now start Year 1 with broadly average attainment.
- Until 2012, attainment in Year 2 had been well below average. In 2012, it rose to average in reading, writing and mathematics. Currently, Year 2 pupils are also working at average levels and making good progress.
- Across Key Stage 2, attainment has also improved in the last two years. Rates of progress have risen substantially this year and gaps in attainment between groups of pupils have reduced considerably. Year 6 pupils are now making better progress than is expected nationally, especially in English. The attainment of pupils in the current Year 6 class is average in writing and mathematics, and a little higher in reading.
- Pupils acquire a secure grounding in phonics (the sounds that letters make). Year 2 pupils read accurately and fluently. They apply their phonic knowledge properly to work out unfamiliar words, and understand texts well.
- Intensive support, for example to boost reading skills, enables pupils who need extra help to make rapid gains in their learning. This aspect of the school's work is rightly commended by the parents of pupils who have joined Winshill during the course of the school year. Disabled pupils and those who have special educational needs also benefit from this help and guidance, and make good progress.
- Most pupils who are supported by the pupil premium are currently making progress in line with their classmates. In 2012, eligible Year 6 pupils were working on average three terms behind their classmates in English and four terms behind in mathematics. However, their attainment was broadly in line with that of similar pupils nationally, and the picture is improving this year.
- Better opportunities for using and applying mathematical knowledge in problem-solving tasks have improved pupils' attainment in mathematics and enabled a few more-able mathematicians to aim for the higher National Curriculum Level 6 in this year's national tests. However, some less-able pupils work more slowly because their knowledge of times tables is insecure.

### The quality of teaching is good

- Nearly all teaching is good and a few lessons have outstanding features, for example where the work of all groups of pupils is thoroughly summarised by the teacher and all pupils are required to give full answers to explain their ideas.
- Staff in the Nursery and Reception classes provide an imaginative range of activities. These are organised around themes and draw expertly on children's experiences, for example their trip to 'Conkers', to bring their learning alive and to extend their conversational skills.
- Teachers explain new ideas clearly, match tasks effectively to the needs of different groups of pupils and mostly question pupils well. They set pupils clear time limits and capitalise well on warm classroom relationships, for example by getting pupils to discuss things regularly in pairs,

to ensure pupils share ideas and work hard.

- Teachers develop pupils' literacy skills well in clearly structured, daily classes which have a special focus on reading, comprehension and writing skills. This was observed in a Year 5 lesson, where pupils provided detailed answers to questions which tested their inference skills. However, sometimes less-able pupils struggle to develop their ideas in writing when there are insufficient resources such as word-banks or pictures to prompt their thinking and help them to organise their ideas.
- Mathematical skills are usually taught well. Most pupils clearly understand strategies for mental and written calculations and apply their knowledge accurately to help them solve the word problems they are set. They are sometimes less confident when they are required to explore a range of possible solutions through trial and error methods, because they have few opportunities to devise their own problems.
- Disabled pupils and those who have special educational needs learn well because staff use a suitable range of well-chosen strategies, including clues, to enable them to become confident in working things out for themselves.
- Teachers mark pupils' work regularly and their detailed feedback provides pupils with thoughtfully constructed 'mini-challenges' to help them to improve it further.
- Teachers usually manage pupils' learning well, but sometimes spend too long with one group of pupils and neglect to assess how well other groups are learning.

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

- The responses to the recent surveys of the views of pupils and their parents show that pupils have a strong sense of well-being in school. Nursery and Reception children enjoy their learning and behave well. Older pupils build close relationships with each other, not only in school but also through taking part in activities such as parish youth council meetings.
- Pupils work hard in lessons. They are keen to answer teachers' questions, concentrate well when working unsupervised and try to complete tasks even when they find them difficult. Most pupils present their work tidily and their ready responses to their teachers' marking underline their commitment to improving their work.
- Pupils want to please their teachers and their willing acceptance of time limits lends their efforts a sense of urgency. Pupils also behave well around school and in assemblies. They feel safe and understand how to stay safe. This is because, for example, the local police give them detailed guidance during planned visits to school on how to deal with potential hazards, such as the use of social media.
- Pupils understand and accept the 'ladder' system of sanctions for misbehaviour. This system is rarely applied because staff manage pupils' behaviour consistently well and their praise and encouragement promote positive attitudes and enjoyment of learning. Pupils know their efforts are valued because their ideas for rewarding good behaviour are listened to.
- Pupils say that other pupils behave well most of the time. They report that bullying is rare, and misbehaviour is usually restricted to teasing and name-calling. Pupils discuss diversity, and are aware that racist comments are offensive. No racist incidents have been recorded this year.

- Pupils make useful contributions to school life through their efforts as councillors or eco-representatives to improve the school's grounds. They appreciate the playground's brand-new facilities for active play.
- Most pupils attend regularly. However, overall attendance remains below average because a small but significant number of families do not, for a variety of reasons, ensure that their children attend consistently well throughout the school year.

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

- The experienced headteacher has successfully tackled the priority areas identified at the previous inspection. Long-term planning is now closely focused on improving pupils' achievement, and expert use of training opportunities enables staff to plan lessons well. Middle leaders review performance regularly and draw up action plans each term to tackle identified weaknesses in their subject areas.
- The senior leaders manage staff performance effectively. New teachers are well supported through training, and benefit from regularly reviewed short-term targets to improve their expertise. However, aspects of outstanding teaching are not identified sharply enough and best practice is not shared fully across the staff.
- The school promotes equal opportunities and tackles all forms of discrimination well. Leaders make good use of data to check up on pupils' progress and modify the way subjects are taught to more closely meet pupils' needs. This good practice is especially successful in supporting pupils who need extra help with their learning.
- The extra funding the school receives for the pupil premium has been used thoughtfully for a wide range of purposes to improve pupils' basic skills and, in some cases, to support their personal development. School records show that this expenditure has speeded up progress considerably for some eligible pupils.
- Pupils' moral and social development is fostered well in assemblies and lessons. Links with community partners such as the local Rotary Club enhance pupils' awareness of environmental issues.
- The school has made good use of training provided by the local authority to improve teaching and learning.
- **The governance of the school:**
  - Governors ensure that the school meets national requirements for safeguarding pupils. They have supported the headteacher effectively in recruiting staff and improving resources for pupils. However, they largely rely on reports from the headteacher to determine how well pupils are doing, and this reduces their ability to hold leaders fully to account. They do not have a full understanding of data on pupils' performance and what it means in terms of pupils' progress. They know how the quality of teaching relates to pay rises for staff, and the reasons for the actions taken to improve teaching. They have some awareness of the strategies used to help pupils supported by pupil premium funding, and the impact on their achievement, but not in enough detail.

## 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>	134777
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	406570

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mick Duffill
<b>Headteacher</b>	Ann DaSilva
<b>Date of previous school inspection</b>	14 September 2010
<b>Telephone number</b>	01283 239485
<b>Fax number</b>	01283 239489
<b>Email address</b>	office@winshillvillage.staffs.sch.uk



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