

Winnall Primary School

Garbett Road, Winnall, Winchester, SO23 0NY

Inspection dates 12–13 September 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' achievement requires improvement. Too few pupils are reaching standards at or above the levels expected for their age.
- Disabled pupils and those with special educational needs or with English as an additional language are not making sufficient progress.
- Behaviour for learning is not good enough, especially where teaching is not sufficiently challenging. Many pupils do not display positive attitudes to their learning.
- The quality of teaching requires improvement because it is not yet consistently good enough throughout the school. This is because lessons are not always paced appropriately and in many lessons the tasks are not challenging enough for more-able pupils.
- The poor attendance of a significant number of pupils results in the school's overall attendance record being well below national levels.
- Recently there has been some disruption caused by changes to staff and to the leadership of the school.

The school has the following strengths:

- The new headteacher, senior leadership team and governors are committed to ongoing improvement in both pupils' attainment and the quality of teaching, both of which are improving.
- Pupils' progress is now accurately and regularly monitored.
- Relationships between staff and pupils are very good.
- The staff are conscientious and work extremely well together as a team. The contribution of the teaching assistants is a real strength of the school.
- The governing body and local authority have provided effective support and direction for the school and work closely with the headteacher and senior leaders.

Information about this inspection

- The inspection was carried out over two days with half a day's notice.
- All full-time staff were observed teaching. A total of 14 lessons were seen, which included three joint observations and a 'learning walk' with the headteacher.
- The inspectors heard pupils from Years 2 and 5 read individually.
- Meetings were held with groups of pupils, members of the governing body, subject leaders, the special educational needs coordinator and members of the school leadership team, and the school improvement adviser.
- The inspection team looked at a wide range of evidence which included: the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's self-evaluation information, curriculum and lesson plans, governing body documentation, and the work pupils were doing in their books.
- Parents and carers were met at the beginning and end of the school day. There were not sufficient responses to the online questionnaire (Parent View) for this to be taken into account. Responses from 17 staff questionnaires were considered.
- During the inspection, pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- Winnall is a smaller than average-sized primary school and is situated on the outskirts of Winchester.
- The great majority of pupils at Winnall come from White British backgrounds. The remainder come from a variety of other white and mixed ethnic backgrounds.
- There are seven classes, one for each year group.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent or carer in the armed services and pupils known to be eligible for free school meals, is significantly above the national average. There are currently no children with parents or carers in the armed services or in local authority care.
- The proportion of pupils who are disabled or have special educational needs supported at school action, school action plus or with statements of special educational needs is above the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher took up his post at the beginning of term and there have been significant staffing changes during the last academic year. The school is also nearing the completion of an extensive building and refurbishment programme which will greatly enhance the school site and resources.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that the level of challenge and expectations of what pupils can achieve are much higher, especially in writing and for the more-able pupils.
 - increasing the pace of lessons to keep all pupils engaged
 - providing pupils with opportunities to learn for themselves without relying so heavily on the teacher
 - looking for ways to involve the pupils directly in their own learning so that they begin to take more responsibility for it.
- Raise achievement in writing by:
 - ensuring that teachers insist on correct spelling, punctuation and clear, correctly formed handwriting in all subjects
 - ensuring that there are many more opportunities for pupils to produce extended pieces of writing in all areas of the curriculum.
- Improve attendance by:
 - continued and more consistent partnership working with parents and carers
 - strengthening links with the local authority and external agencies to ensure that persistent absence is eradicated
 - introducing effective strategies to reward, encourage and celebrate good attendance.

Inspection judgements

The achievement of pupils

requires improvement

- In the past the achievement of too many pupils has not been good enough. This has resulted in significant underachievement and standards of attainment that are too low, particularly at the end of Key Stage 1 and in English.
- Progress is now slowly improving and as a result attainment is rising. However because of this legacy of underachievement there are still not enough pupils reaching standards of attainment at or above those expected for their age by the time they leave the school at the end of Year 6.
- A significant proportion of children in the Reception class begin school with starting points which are well below those normally expected for their age. The great majority of children settle quickly at Winnall and make good progress before moving into Year 1.
- At the end of the last academic year pupils at the end of Key Stage 1 reached standards of attainment well below national averages in reading and writing. Mathematics was broadly in line with national averages. Pupils in Year 2 are currently on track to achieve much-improved standards in comparison to previous years.
- The achievement at the end of Key Stage 2 was broadly in line with national averages in 2010 and 2011 but 2012 was an extremely weak year. The results achieved in 2013 reflected substantial improvement and recent improvements in teaching are now leading to pupils making better progress.
- Current progress data in both Key Stages 1 and 2 indicate that the rate of pupils' progress in all year groups is steadily accelerating and compares favourably with recent years.
- Pupils are provided with regular opportunities to read in school. However the teaching of phonics is not reinforced in all lessons and is a stand-alone area of learning at present.
- There are clear differences in the progress made by groups of pupils. In English and mathematics the attainment of pupils eligible for the pupil premium is more than two terms behind that of other pupils in the school. The impact of interventions is leading to improvement in the achievement of pupils with special educational needs and is beginning to narrow the gap between their attainment and that of all other pupils.
- Information about how well pupils are doing is regularly collected. This information needs to be used more systematically to check that pupils who are underachieving are catching up. It also needs to be used to greater effect to set challenging targets for pupils based on an expectation of them making better than expected progress.
- The parents and carers who were spoken to during the inspection consider that their children are making good progress and achieving well throughout the school.

The quality of teaching

requires improvement

- The quality of teaching currently varies from outstanding to requiring improvement and is not yet sufficiently strong to promote consistently good progress across the school.
- Teachers do not have consistently high enough expectations of pupils' handwriting and presentation and pupils do not have enough opportunities to practise their writing skills.
- In a small number of lessons, teachers spend too much or too little time introducing lessons, leaving insufficient time for pupils to get to grips with new concepts and ideas. Some lessons do not encourage pupils to undertake independent learning activities.
- In a small number of lessons, activities are not well matched to the different abilities of pupils. This results in some pupils finding the work too difficult and others completing tasks very quickly when they could tackle more demanding work. This inhibits pupils' progress and pupils often lose interest.
- The use of information and communication technology (ICT) is not sufficiently integrated across the curriculum and all year groups need to develop greater proficiency in the use of computers

and laptops.

- The teachers' commitment, subject knowledge and knowledge of their pupils mean that most lessons are well planned and engage the pupils.
- Members of staff who have recently joined the school show real potential and have clearly strengthened the overall quality of teaching in a relatively short space of time. The close teamwork and morale of the teachers are very evident and underline their desire and commitment to move the school forward.
- In many lessons, teachers ensure that learning runs at an appropriate pace and the teachers' good questioning skill keeps most pupils involved. A good example of the potential quality of teaching was seen in an outstanding Year5 lesson when the pupils were given a fascinating insight into many geographical and historical aspects of Winchester.
- Marking and feedback are also helping pupils to improve their performance. Pupils get clear guidance on the next steps in improving their work and marking and feedback are effective across all year groups.
- Teaching assistants and additional staff provide extremely effective support for the class teachers and are particularly effective when leading learning in small groups and when providing support for individual pupils. However learning is not yet well planned enough for disabled pupils and those with special educational needs in order for them to make good progress.
- Winnall provides a high quality of pastoral care and support. Pupils with specific issues are mentored and cared for very effectively.

The behaviour and safety of pupils

require improvement

- Not enough pupils have focused attitudes towards their learning and many do not always settle quickly to their work in the classroom. However the majority of pupils are keen to ask and answer questions and clearly enjoy being at school. At present the older pupils do not provide strong enough role models for the younger pupils.
- Pupils at Winnall are well mannered and polite towards staff and visitors, although there are a number of pupils with challenging behaviour. These pupils are very well supported by adults who help them make the correct decisions about their actions.
- In a number of lessons, pupils' attitudes to learning are not as positive as they should be and there are incidences of low-level disruption. These are dealt with effectively by staff who demonstrate good behaviour management skills and strategies. However expectations of the overall standards of behaviour need to be raised.
- Both attendance and punctuality need to be improved at Winnall and the school is working hard to achieve this.
- Pupils are well cared for and feel safe at school all the time. They feel able to speak to adults if they have a problem or need to talk to someone. They show a clear understanding of what bullying is and how to recognise different kinds of bullying such as physical, emotional and cyber bullying.
- The school's play areas have been somewhat restricted by the building work although the pupils have access to a spacious games field and woodland area which they thoroughly enjoy using.
- Pupils spoken to commented that the adults always dealt with any instances of inappropriate behaviour promptly, fairly and effectively. The rates and patterns of pupil exclusions are reducing over time and the previous year had the lowest number of exclusions in recent years.
- The systems used to record poor or inappropriate behaviour contain accurate and detailed information.
- A positive ethos and learning climate at Winnall is rapidly being created and good relationships are a genuine strength of the school. The teachers are strong role models for their pupils and mutual respect and trust are evident throughout the school.
- The great majority of parents and carers spoken to expressed a positive opinion regarding behaviour in the school. They appreciate that the school is caring and approachable and will deal

decisively with any issues that arise.

The leadership and management require improvement

- Recent changes and disruption to the leadership and staffing have had a negative impact on the school's performance but this academic year has begun with great energy, ambition and enthusiasm.
- The new headteacher and senior leadership team are ambitious for the school's development and have a good understanding of Winnall's strengths. The school's present rapid action plan has accurately targeted required areas for improvement and is sharply focused through success criteria and timelines.
- Teachers and the parents and carers spoken to consider that, although the headteacher and senior leaders have only been in post for a short period of time, they are already providing effective leadership and management across all areas of the school.
- Leaders are now in the initial stages of developing a long-term plan to ensure the sustained improvement of the school over the next few years. They are aware that this must include measurable targets to help all members of staff and governors judge the success and impact of the planning.
- The leadership of teaching is a strong focus and an appropriate performance management system is in place. These findings are used to make decisions regarding teachers' pay and internal promotion within the school. Teachers' performance, appraisal and pay progression are linked together but in recent years there has not been a sufficiently rigorous approach to monitoring and appraising teachers' practice.
- The school compiles accurate data on pupils' attainment and progress which need to be used more effectively to inform planning.
- The improvements to pupils' outcomes in 2013 indicate a good capacity to maintain improvement in the long term.
- Safeguarding arrangements comply with statutory regulations. The leadership team identifies and responds appropriately to any concerns regarding child welfare.
- Winnall is an inclusive school and provides effective support for all groups of pupils so that there is equality of opportunity.
- The school places a priority on professional training for the staff and developing their teaching skills and knowledge, although current opportunities for teachers to share best practice could be increased.
- The local authority has provided well-measured advice and support to the school which have been effective during the recent period of change.
- The curriculum requires improvement although it is currently being expanded and refined to incorporate a topic-based approach, which has fully engaged the pupils' interest and includes topics such as 'The Titanic'. An example of the increasing breadth of opportunity was apparent when the Year 6 pupils recently enjoyed an inspirational trip to the London Eye.
- There are still not enough opportunities for pupils to gain a spiritual and cultural understanding of the world around them. The development of the pupils' moral and social awareness and understanding is better supported through the curriculum and assemblies.
- Pupils do not have enough opportunities to take on positions of responsibility and need to play a more active role in school life. The school has begun to offer a wider range of clubs and activities, which now include a range of sports and music, such as football, swimming, tag rugby and drumming.
- **The governance of the school:**
 - Governors are aware that in the past they have not been challenging enough. New appointments have strengthened the governing body and governors have undertaken training to ensure they fully understand their roles and responsibilities. They have a clear understanding of what the information about achievement is telling them and how effective Winnall is in comparison to other schools nationally. Governors need to gain a greater and

more detailed awareness of the quality of teaching across the school in order to know how well the pay structure is related to performance. Current areas for development are clearly understood and governors are working closely with the school to develop the School Improvement Plan. The committee structure of the governing body functions effectively and individual governors' skills are utilised effectively. The school's finances are regularly and carefully audited and the school is in safe hands financially. Governors have a clear understanding of how the pupil premium funding is allocated and how its impact upon improving levels of pupils' attainment is measured. Governors are kept well informed by the school's new leadership and they make sure that the school fulfils all statutory obligations, including those related to safeguarding and the safe recruitment of staff.

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	115963
Local authority	Hampshire
Inspection number	426671

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	167
Appropriate authority	The governing body
Chair	Peter Brown
Headteacher	Jon James
Date of previous school inspection	3–4 November 2010
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