

Winsham Primary School

Church Street, Winsham, Chard Somerset, TA20 4HU

Inspection dates

3–4 October 2013

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.

- Since the last inspection progress has improved and all groups of pupils now achieve well.
- Attainment is average but it varies from year to year because groups of pupils are very small and there is an above-average proportion of pupils who have special educational needs or whose circumstances might cause them to be vulnerable.
- Staffing is now more stable and teaching is good with a small amount that is outstanding. Assessment of pupils' progress has improved significantly and every pupil has an individual action plan. Teachers use these to carefully plan pupils' next steps in their learning.
- Pupils with special educational needs are making especially good progress because of very good provision.
- Pupils say that the school is an exciting place to be and that they love learning. They enjoy carrying out their responsibilities and take a full part in all the many activities. This enriches their personal and social skills, creating a very positive climate for learning.
- The headteacher is passionate about further improvement and is the driving force behind the new local small schools partnership that is working together to provide a high-quality education for all pupils.
- Governors fully support the school, monitor its work carefully and consistently challenge leaders to further improve it.
- The local community is exceptionally supportive, providing a volunteer reader for every pupil in the school.

It is not yet an outstanding school because:

- There is not yet enough outstanding teaching.
- In a small minority of lessons learning does not match the needs of all pupils in the mixed-age classes. Occasionally tasks are either too easy or too difficult.
- Pupils' attainment in writing is not as good as it is in reading and mathematics.
- Pupils do not yet transfer their good spelling, punctuation and grammar skills to other writing tasks.
- Some pupils do not take enough pride in the presentation of their work.

Information about this inspection

- The inspector visited eight lessons and observed three teachers and three teaching assistants. She also talked to pupils about their work and heard pupils read, including individual pupils from Years 2, 3, 5 and 6.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of governing body meetings.
- The inspector looked at samples of pupils' work across a range of subjects and ages.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone conversation took place with a school adviser from the local authority.
- Questionnaires from 11 members of staff were analysed. The inspector took account of the views expressed by parents and carers in 12 responses to the online questionnaire Parent View, and of comments during informal meetings with parents and carers before school.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Full report

Information about this school

- Winsham is a very small primary school. Pupils attend mainly from the village and some from the local area. All pupils are taught in two mixed-age classes.
- There are currently no disabled pupils in the school.
- The proportion of pupils with special educational needs supported through school action is above average.
- The proportion supported at school action plus or through a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for specific groups of children including those in local authority care and those known to be eligible for free school meals) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a breakfast club run by the school.
The schools in the Pentagon Group are currently consulting about becoming a Co-operative Trust. .

What does the school need to do to improve further?

- Improve teaching and learning by sharing the outstanding practice that exists in the school to ensure that learning tasks for all pupils meet their needs more accurately, enabling them to make the best possible progress they can.
- Improve attainment in writing by:
 - ensuring that there are sufficient opportunities across subjects for pupils to practise writing at length
 - ensuring that pupils transfer their good spelling, punctuation and grammar skills when they are writing for different purposes and audiences
 - encouraging pupils to take more pride in the presentation of their work.

Inspection judgements

The achievement of pupils is good

- It is not possible, in this very small school, to make general comparisons with national data. However, extensive scrutiny of school data shows that each individual pupil makes good progress from their individual starting point. Pupils' achievement has improved since the last inspection. Some pupils with special educational needs make especially good progress.
- When they join the school children's skills and knowledge vary considerably from year to year.
- However, they receive good teaching in Reception. In a lesson learning about repeating patterns the teacher's careful questioning and appropriate range of interesting and stimulating resources, including coloured teddies, different fruits and large shapes, captured children's attention, enabling them to make good progress.
- The school takes full advantage of its small size, arranging flexible grouping where it is appropriate for pupils' needs. When teaching pupils their letters and sounds (phonics) for example, some older pupils benefit from working with younger pupils to reinforce their skills.
- A new strategy has been adopted for teaching phonics and as a result almost all of the younger pupils made good progress and achieved above the expected standard this year. This is a significant improvement since the last inspection.
- There is an exceptionally strong focus on learning to read. Pupils use the strategies they are taught very well to tackle unfamiliar words. Most read with fluency and expression. All pupils have a volunteer reader from the community who comes into school weekly to hear them read, accelerating their progress and interest and enjoyment of books. By Year 6 pupils make good progress from their individual starting points. Pupils with special educational needs and those in receipt of pupil premium funding make especially good progress in learning to read. This prepares them well for the future.
- Standards in writing have improved, especially pupils' ability to spell accurately and use punctuation and grammar correctly when completing exercises. However, they do not always use these skills sufficiently well in their own writing.
- A new reward system has been introduced so that pupils graduate to using a pen when their handwriting is good enough. This has not been in place very long and as yet has not had sufficient impact on the presentation of pupils' work.
- Pupils' achievement in mathematics has improved because they learn their tables well and practise their mental mathematics skills regularly. The school has also introduced putting mathematical problems into a real-life context and as a result pupils are making good progress from their starting points.
- Every pupil has an individual action plan that is revisited every term, making an important contribution to teachers' knowledge of the next steps for pupils in their learning. However, sometimes this is not accurately reflected in the tasks planned for the different ability groups in lessons. Sometimes work is either too easy or too difficult so occasionally a few pupils, especially those in Years 3 and 4, do not make as much progress as they could.
- Winsham is a very inclusive school where all pupils are warmly welcomed. Pupils whose circumstances might make them vulnerable and those who have special educational needs are very well supported by teachers and highly skilled teaching assistants. They use a range of programmes in very small groups or one to one to ensure that pupils make at least good progress in key skills. Sometimes progress exceeds that expected nationally.
- These interventions also ensure that pupils eligible for pupil premium funding exceed the two levels expected between Years 2 and 6. Consequently there is no gap between their achievement and that of all other pupils.
- Outstanding teaching in booster groups is enhancing the progress of more-able pupils, especially in Years 5 and 6.

The quality of teaching is good

- Very good relationships exist between adults and pupils creating a very positive learning environment in which almost all pupils concentrate well and work hard.
- Lessons begin promptly and teachers are particularly good at sharing the learning objective with pupils so they are very clear about what they are expected to learn.
- The use of interactive whiteboards engages pupils well and opportunities for them to discuss their learning with a partner move the learning on at a good pace, helping them to make good progress. Sharing their ideas and supporting each other in their learning make a substantial contribution to the development of pupils' social skills.
- Teachers question pupils skilfully, probing their understanding and asking them for explanations about their answers. This was particularly strong when more-able pupils in Years 5 and 6 took part in an outstanding lesson comparing Shakespeare's play *A Midsummer Night's Dream* with a modern version in the form of a story.
- Well-planned use of practical resources, especially for mathematics, ensures that all pupils grasp concepts quickly. When teaching younger pupils to tell the time the use of small laptops helped the teacher ensure that pupils were challenged by tasks that accurately matched their needs.
- Pupils talk confidently about their targets. They know the level at which they are working and what they must do to reach a higher level. They appreciate the informative marking comments that teachers write in their books and say that these help them to improve their work.
- The 'Home Learning Projects' are an exciting way for pupils to practise their skills at home, emphasising the important partnership between home and school. Pupils benefit considerably from presenting their work to parents and carers and the local community.

The behaviour and safety of pupils are good

- There have been no exclusions since the last inspection and incidents of poor behaviour are rare. Pupils say there is no bullying in the school and parent and staff questionnaires and comments support this view.
- Pupils say they feel very safe in school and have a very good understanding of the different types of bullying, especially cyber bullying, pointing out posters that remind them of how to take care when using computers.
- The school's 'Listening Ear' bag, where a pupil can confidentially place a note, provides pupils with an excellent system for alerting an adult should they be worried or concerned about anything.
- Pupils get on very well together, organising games at playtime or taking advantage of the small equipment provided. They have a very good attitude to school life and particularly enjoy all the responsibilities they are given, for example, looking after the library and the computers and serving on the school council.
- Provision for pupils' spiritual, moral, social and personal development is strong. However, there are not as many opportunities for pupils to develop a full enough understanding of the cultural diversity in modern Britain.
- School data show that almost all pupils attend well but because of the small number of pupils just one absence makes a significant difference to the percentage measure. The school has rigorous procedures in place to deal with non-attendance.

The leadership and management are good

- Over the last two years, since the headteacher took over permanent responsibility for the school, she has demonstrated determined leadership. Her burning ambition to ensure that the school offers the best education it can for all pupils has been fully supported by staff and governors and has resulted in good improvement.

- Robust monitoring procedures have been introduced, leading to an accurate picture of what needed to be improved and supported by the right priorities and action plans to bring it about.
- Key to these positive developments has been the introduction of systematic tracking of pupils' progress. Regular meetings and rigorous use of this information ensure that each pupil has an individual action plan. This is helping teachers to plan pupils' next steps in learning accurately.
- Previous turbulence in staffing has stabilised. By regular observations and the use of the national teaching standards the headteacher is managing teachers' performance well. Correctly identified professional development needs and successful training have improved the quality of teaching. But the headteacher, governors and staff realise that there is still more to do to reach their goal of outstanding teaching.
- Strongly supporting improvement is the headteacher's leading role in the consultation process to become a Cooperative Trust School involving five local small schools. The benefits of formalising their way of previously working well together are already being demonstrated, particularly for example, through sharing the expertise of a teacher for pupils with special educational needs.
- The strength of the headteacher's leadership and the improvements over the last two years demonstrate that the school has a good capacity for further improvement.
- Pupils benefit considerably from the creative way in which subjects are planned and taught. During the inspection, work on the Tudors was enriched by a storyteller who brought alive for pupils life in Tudor England. Learning is significantly enriched by an impressive number of clubs that are very well attended. Pupils enjoy dance, gardening, singing, art, chess and sewing to name but a few.
- The school also takes full advantage of sports expertise offered by the local secondary school and the new sports funding is being well used to enable pupils to learn to swim.
- External agencies are used productively to support the needs of pupils' learning and development.
- The school has an exceptional relationship with the local community and plays a full part in village life.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously and all requirements are fully met.
- The local authority has offered very light touch support.

■ **The governance of the school:**

- Governors use their skills from the world of work to productively support and challenge the school. They monitor its work closely and as a result they know its strengths and areas for development well. Recently they worked with the headteacher to make changes to the school's action plans to ensure that they reflected a consultant's report. Governors have been very proactive in exploring avenues with regard to the Cooperative Trust consultation process and are justly proud of the headteacher's leadership. They carry out their statutory duties very diligently, visit the school very regularly, attend various training sessions, ensure the headteacher's performance is rigorously assessed and receive details about teachers' performance and salary progression. Governors are well informed about the use of the pupil premium funding and the impact on the progress of more vulnerable pupils.

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	123668
Local authority	Somerset
Inspection number	426760

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Gill Spence
Headteacher	Sarah Stringer
Date of previous school inspection	12–13 October 2011
Telephone number	01460 30377
Fax number	01460 30377
Email address	office@winsham.somerset.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

