

Winterton Primary School

Black Street, Winterton-on-Sea, Great Yarmouth, NR29 4AP

Inspection dates 23–24 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.

- Achievement has risen in English and mathematics over the past three years and pupils now attain levels above national expectations.
- All groups of pupils, including those who are disabled or have special educational needs and those supported by the pupil premium, make good progress in all year groups.
- Relationships between teachers and pupils are very good. Teachers know their pupils well and this helps them plan lessons at the right level of difficulty for all pupils.
- Teachers and teaching assistants are skilled at asking questions in lessons that help all pupils to learn quickly.
- Pupils are happy and excited to be in school, and they behave well in class and around the school. They feel safe and well cared for.
- Leaders and managers have an accurate view of the school's strengths and areas for development, which they use well to improve pupils' education.
- Information on how well pupils are doing is used well by all leaders and managers to help plan extra support for pupils who need extra help with their learning.
- The governing body receives good information about the performance of pupils and staff from the headteacher, and provides strong support and challenge to the school.

It is not yet an outstanding school because

- Much marking is good but this is not consistent. Pupils do not always get enough chance to respond to teachers' comments.
- Pupils do not present their written work neatly.
- Teachers do not have the opportunity to improve their skills by observing other good and outstanding teachers.
- Pupils are not taught clearly enough how to keep safe when using the internet.

Information about this inspection

- The inspector observed teaching in all classes. She saw nine lessons, of which three were joint observations with the headteacher.
- The inspector listened to pupils read in Year 1 and Year 6, and observed the teaching of phonics (the sounds that letters make).
- Meetings were held with the headteacher, subject leaders, a group of pupils, the Chair of the Governing Body and four other governors. She spoke to a representative from the local authority on the telephone.
- The inspector considered 25 responses to the online Parent View survey, and also considered the seven responses to the staff questionnaire.
- The inspector looked at pupils' books with the headteacher as well as looking at pupils' work in all classrooms.
- A number of documents were looked at, including the school's evaluation of its strengths and weaknesses, school improvement plans, records of meetings of the governing body, safeguarding files, data on pupils' current progress, and information on the management of teachers' performance and the monitoring of teaching.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school.
- Pupils are taught in mixed-age classes in Nursery and Reception, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The number supported at school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is below average. This is additional funding to be used for pupils who are in local authority care, have a parent in the armed forces or are known to be eligible for free school meals.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently at least good and more is outstanding, by:
 - providing opportunities for teachers to observe outstanding teaching
 - making teachers' written marking and feedback consistently effective
 - giving pupils time to respond to their teachers' comments and improve their work.
- Improve the neatness of pupils' handwriting and presentation in their written work.
- Improve all pupils' awareness of how to keep safe when using the internet.

Inspection judgements

The achievement of pupils is good

- Children begin in the Early Years Foundation Stage with skills typically expected for their age in most areas except communication and language, especially speaking, where they are much lower. Very well planned support to develop children's speech and language means they make good progress and are well prepared to start Year 1.
- Pupils continue to make good progress in Key Stage 1. The standards pupils reach at the end of Key Stages 1 and 2 have risen in English and mathematics in recent years. Standards in Key Stage 1 in writing have reached national averages and in reading and mathematics are higher.
- Pupils' progress quickens in Key Stage 2 and standards in mathematics and English are above average by the end of Year 6. More-able pupils do well and achieve higher levels, especially in writing.
- School information about how well pupils are doing shows all groups of pupils do well in English and mathematics in all year groups and learning speeds up when pupils are in Year 6.
- Reading is taught well and pupils have access to high-quality books. Pupils enjoy reading and the school trains volunteers so they can effectively help develop pupils reading fluency and comprehension. Pupils' performance was above the national average in the 2013 phonics screening check (a check to see if pupils understand the link between letters and the sounds they make). Pupils do well in phonics because the Year 1 and 2 teacher makes sure pupils fully understand the meanings of words that are spelt differently but sound the same.
- The small number of pupils supported by the pupil premium are given good support, including one-to-one teaching in mathematics, and make good progress. Careful checking of how well these pupils are doing in every class shows there is no gap in attainment between them and their classmates in the majority of year groups. Where a gap remains it is narrowing because the school quickly changes the support pupils receive.
- Disabled pupils and those who have special educational needs are very well supported. Teachers and teaching assistants know each pupil's individual needs very well and this helps these pupils make good progress.
- Pupils learn a wide range of skills in English and mathematics. However, they do not present their work neatly and are not always corrected when they write numbers incorrectly. They sometimes make errors in their work because they cannot read their own handwriting. This means pupils' progress, though good, is not always as good as it could be.

The quality of teaching is good

- Children are taught well in Nursery and Reception. Activities cover all areas of learning and are carefully linked to further develop children's literacy and numeracy skills. For example, when children were making biscuits the activity reinforced number recognition as the biscuit cutters were number shaped. All children enjoyed this activity and were having fun whilst learning quickly.
- In the best lessons teachers ask questions carefully and skilfully to specific pupils to make sure all are fully involved in lessons, and this helps pupils learn faster. The questions encourage

pupils to think carefully for themselves.

- Pupils provide excellent support to each other in class and are resourceful and responsible when working in small groups. They show excellent skills when working by themselves. In a Year 3 and 4 English lesson when pupils were asked to think of ideas for a simile and metaphor poem, one small group decided it would be best to record their ideas on a spider diagram. Pupils were able to select how to work for themselves because good learning habits are promoted in all classes.
- Pupils develop equally good skills when working by themselves. They remain fully focused on their work. In a Key Stage 2 mathematics lesson for average ability pupils they all worked by themselves to produce bar charts. All pupils were fully focused on being accurate in their presentation and use of mathematical language.
- Work is usually at the right level of difficulty for all groups of pupils because teachers have a strong understanding of pupils' individual needs and levels of achievement, and they use this information effectively to plan activities to help pupils make good progress in their learning.
- Teaching assistants are well trained and provide effective, yet unobtrusive, support to pupils at all times in lessons. They also run small groups to help pupils close gaps in their learning very well. These groups are checked by the leader and the governor responsible for special educational needs together every half term, and changes are made to support if needed.
- There are some examples of excellent marking and pupils are frequently given the opportunity to assess their own learning. This is not consistent in all classes and pupils are not always given time to make improvements to their work after teachers have commented on it.
- Teaching has improved considerably since the last inspection and staff are committed to becoming even better as they understand this will enable pupils to make even better progress. Teachers are provided with good opportunities to attend training courses but do not have the opportunity to watch outstanding teachers and learn from them.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are consistently positive. They love coming to school and are happy to be there because lessons are interesting and fun for them, so they approach their work with enthusiasm and excitement. These attitudes help them to learn quickly, when working by themselves and in small groups.
- All pupils conduct themselves courteously and have good manners. They are polite and respectful to each other, adults and visitors. Older pupils are particularly responsible and encourage younger pupils to wait their turn when speaking to adults.
- Pupils provide each other with excellent support and encouragement in their learning. Children in the Reception class nominate classmates for a good learning star, without being asked to by their teacher, because they are genuinely impressed with their classmates' learning. These positive learning behaviours, nurtured from such a young age, develop and flourish as pupils progress through the school.
- Attendance has improved to nudge above the national average because pupils like to be in school to learn with their friends. They arrive eagerly and on time each morning.

- Pupils are provided with a wide range of interesting play equipment at playtime and lunchtime. They have a large field, basketball, skipping, an adventure playground, a bandstand and role play equipment. All pupils treat the equipment carefully and boys and girls of different ages play harmoniously together.
- The school has a clear system to monitor any incidents of poor behaviour. Pupils know the consequences of misbehaviour and records are shared with parents by the headteacher and the governing body. They are well kept and show a significant reduction in incidents.
- Pupils can explain the difference between falling out with friends and bullying, and they are adamant that there is no bullying in school. School records support this. They are confident that adults are always available to help them in school because they trust their teachers.
- The school teaches pupils about how to keep safe when out and about. There is a strong focus on cycle safety and pupils of all ages are taught how to keep safe on bicycles by a specialist from the 'Bums on Bikes' scheme. These excellent lessons take place weekly throughout the whole year. The school has not placed such an emphasis on teaching pupils how to keep safe when using the internet.

The leadership and management are good

- The headteacher has led numerous changes since the previous inspection to tackle previous weaknesses. These changes have focused on improving the quality of teaching and successfully raising pupils' achievement in English and mathematics.
- Leaders and managers have an accurate view of the school's strengths and weaknesses, and the detailed plans for improvement clearly follow from this accurate evaluation. These plans are checked regularly by the headteacher, teachers in charge of subjects and the governing body.
- Information about how well pupils are doing in reading, writing and mathematics is checked every half term and discussed with class teachers. Extra support is provided if pupils are not making enough progress. This careful checking and fast support for pupils, including those supported by the pupil premium, means everyone has the same chance to succeed in school.
- The headteacher has introduced clear systems to set targets for teachers to improve their work and they are provided with good training opportunities to help them make the improvements. He successfully balances challenging teachers to improve with a correct amount of support. Teachers appreciate this and the responses to the staff questionnaire show morale is high.
- The Early Years Foundation Stage leader forms positive links with families so they can work together to provide for children's individual needs. These positive relationships continue throughout the school.
- The school teaches a wide range of subjects and enhances learning with a range of educational visits. These are aimed at enriching learning and raising the aspirations and ambitions of pupils. Children in Reception are taken to the theatre in Norwich and Year 5 and 6 pupils are taken to Paris. Such rich and varied opportunities contribute to pupils' strong spiritual, moral and social development.
- The local authority has not provided the school with specific support in its journey to becoming good.

- The school has not yet received additional government funding for teaching sport as part of the Olympic legacy but is planning to use the money for training a specialist sports teacher and providing more sporting opportunities during lunchtimes.

■ **The governance of the school:**

- The governing body is very well informed and deeply committed to the school. The governors are provided with clear information by leaders and managers and ask searching questions about the information. They have attended numerous training courses and this helps them to carefully check the work of the school. Governors know how pupil premium funding is spent and can explain the progress this group of pupils is making compared to their classmates. The governing body is looking at ways in which better teachers can be rewarded financially. Governors check that the school uses money well to support pupils' learning. Governors are trained in safeguarding and safer recruitment and ensure all policies related to safeguarding are up to date and reviewed annually, so national requirements are fully met.

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	121200
Local authority	Norfolk
Inspection number	425283

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Marie Hartley
Headteacher	Richard Endall
Date of previous school inspection	24–25 November 2011
Telephone number	01493 393218
Fax number	N/a
Email address	office@winterton.norfolk.sch.uk

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