

Winklebury Infant School

Willoughby Way, Basingstoke, RG23 8AF

Inspection dates

7–8 November 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.

- Teaching is effective, pupils enjoy learning and standards have risen to well above average in reading, writing and mathematics.
- From their different starting points, all groups of pupils make good progress in reading, writing and mathematics.
- Almost all teaching is good, and some is outstanding. Good support ensures all teachers know what to do to improve further.
- Disabled pupils and those with special educational needs are quickly identified and benefit from well-chosen support strategies so they also make good progress.
- Teachers keep an accurate check on pupils' developing skills and understanding. They use this to plan further work that is closely matched to what pupils need to learn.
- Teachers and teaching assistants are well informed about each lesson and work effectively together in giving pupils the support they need.
- Pupils are kind and supportive of each other, living out the school's values. Agreed strategies to managing behaviour are consistently applied and well understood. Behaviour is good.
- Pupils know how to stay safe and feel safe around the school, because they know adults care about them. They feel respected and show respect in return.
- The federation with the junior school is well established and provides good leadership, particularly through the highly organised senior leaders. The headteacher has the highest expectations of all members of the school and makes sure she demonstrates this herself.
- Teachers who lead different aspects take responsibility for bringing about improvements.
- Governors know a lot about the performance of the school and are well placed to provide the challenge the school needs, alongside their support. They make sure all the requirements for keeping pupils safe are met.

It is not yet an outstanding school because:

- Outstanding teaching is not yet frequent enough. The most able pupils do not get enough opportunities to evaluate their work or set their own next steps in their learning.
- Written feedback through marking is not always effective in reinforcing the progress pupils make when they get too few opportunities to respond to it.

Information about this inspection

- This inspection was carried out by one inspector who visited the school for two days. The inspector observed parts of 15 lessons as well as sessions led by teaching assistants. About a quarter of these observations were carried out together with senior leaders from the school.
- During the inspection, the inspector met with senior leaders, teachers with responsibilities for aspects of the school and governors, reviewing the school's self-evaluation about its performance. The inspector considered the school's analysis of the data about the standards being reached by pupils and looked at records about checking the quality of teaching and learning.
- A wide range of the school's documents, policies and procedures was reviewed by the inspector, checking the school's compliance with statutory requirements.
- The inspector met with a group of pupils and spoke to pupils informally during their free time and during lessons to discuss their views about the school, their learning and the progress they are making. As well as reviewing the 24 responses to Parent View, Ofsted's online survey for parents and carers, the inspector spoke to parents and carers informally before and after school. Responses to a survey for all staff were also taken into account.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This is an average-sized infant school with two classes in each year group.
- The infant school federated with the junior school, located on the same site, in September 2009. The current headteacher of the federation took up this post in September 2010.
- Most pupils are White British. A small minority of pupils come from a range of other ethnic heritages. A very small minority of pupils speak English as an additional language.
- The proportion of pupils who benefit from additional support through the pupil premium is slightly above average. This is additional funding provided by the government, and is used to help pupils eligible for free school meals or from families serving in the armed forces. There are currently no children looked after by the local authority, who would also benefit from this support.
- The proportion of disabled pupils and those with special educational needs is above average. The proportion of these pupils supported at school action is above average, while the proportion supported at school action plus or with a statement of special educational needs is average.
- There is a breakfast club at the school, which is run by a private provider. This was not inspected during this inspection.

What does the school need to do to improve further?

- Increase the frequency of outstanding teaching and develop further the independence of pupils in their learning, by:
 - giving pupils greater opportunities to explore their learning, evaluate the outcomes for themselves and participate in setting some of their own targets, particularly the most able pupils
 - making sure all pupils benefit from the highest quality of written feedback about their work and that they have more opportunities to respond to this.

Inspection judgements

The achievement of pupils

is good

- Pupils' attainment at the end of Year 2 has remained above average for some time and been significantly above average for the past two years in reading, writing and mathematics. Work in pupils' books and during lessons, as well as when they are heard read, shows that this high quality of learning is typical across the school.
- A slight dip in the standards in writing in 2011 has been successfully addressed and in 2013 they were further above the national averages than in reading and mathematics. More pupils than expected reach the higher levels in reading, writing and mathematics.
- Children typically join the school with skills and knowledge which are in line with those expected for their age, although some children start with speaking and listening skills which are below those expected. They make good progress in the Early Years Foundation Stage because of the good teaching and well-planned activities which help them become curious learners. The outdoor area is particularly well developed to give these children opportunities to develop writing skills and confidence with numbers, alongside a passion for the natural world around them.
- Good progress continues in Key Stage 1 because teaching is consistently good and occasionally outstanding. Progress is not yet outstanding because, at times, pupils rely too much on the teachers or adults to tell them what they need to do next. This is particularly the case for the most-able pupils. These pupils are given some additional challenges, for example in a Year 2 lesson where they took on the role of the teacher and modelled outstanding learning for other pupils. However, this is not typical and there are times when they do not get enough chance to think for themselves about what they should be doing next or how to develop their skills.
- Excellent support and knowledgeable leaders mean that pupils with any learning difficulties are quickly identified. Disabled pupils and those with special educational needs are supported through established strategies which are carried out by well-trained adults. Consequently these pupils make good progress, often catching up with other pupils so that the support is no longer needed, particularly in their reading and mathematics.
- The school has good links with other partners, which benefit pupils with particular needs. For example, pupils with speech and language difficulties receive expert support, and pupils with behavioural, emotional and social difficulties also get highly effective help. As a result, they make good progress.
- Pupils from minority ethnic groups or who speak English as an additional language also make good progress. The school provides appropriate support for those who need it so that they quickly learn to communicate confidently.
- The pupil premium provides appropriate additional support for those who are eligible, including access to the breakfast club to help them have a good start to their day. The support they get means that their progress has improved considerably. While they are still slightly behind other pupils in the school, by about three months, this gap has narrowed dramatically because they are making up ground.

The quality of teaching

is good

- Almost all teaching is good, and some is outstanding. Teachers use the accurate information they have about how well pupils are doing to plan tasks which are closely matched to the different needs of pupils.
- Teachers and other adults use their strong knowledge of the subjects and topics that are being covered to frequently check whether pupils understand what they need to do, and are able to do it. They make sure that pupils receive helpful verbal feedback during lessons, so that they do not get stuck but make good progress.
- Written feedback in pupils' books is more variable. While there are examples of very helpful 'next steps' comments, which pupils are expected to respond to, some occasions remain where

comments praise pupils but do not give them a clear idea of what they need to do to improve. Pupils do not always get a chance to do something about the comments that have been made, and pupils miss opportunities to reinforce their progress.

- Teachers set targets for pupils to aim for, which help ensure good progress. There are opportunities for pupils to decide if they have achieved their targets. However, occasionally teachers take too much of this responsibility for the pupils and the targets do not quickly enough reflect the rapid progress some pupils have made.
- Teaching assistants are a highly effective part of the teaching team. They take responsibility for many areas of the curriculum, such as the outdoor area, and contribute very well to the support and feedback pupils receive.
- There has been an emphasis on ensuring that the teaching of phonics (the linking of letters and the sounds they make) is consistent, so that all pupils become confident at reading and spelling. This supports the high standards pupils reach.

The behaviour and safety of pupils are good

- Pupils have very positive views about their school. They get along very happily and are polite to adults and visitors. Parents and carers who spoke to the inspector agreed that it is a happy school where their children thrive.
- Pupils say that behaviour is very good, because the school's core values are promoted all the time; they have a strong sense of their responsibilities alongside their rights. This was exemplified when pupils in Year 1 decided that the witch who had upset their mathematics resources (part of a lesson in sorting shapes) needed some help to learn to be kind.
- Play leaders and buddies help pupils to talk about the situation if they fall out at all. Pupils agree that bullying is very rare and would be quickly dealt with if it happened.
- There is a consistent approach to managing behaviour both in and outside lessons, balancing encouragement and rewards with clear sanctions. Pupils like getting onto the 'rainbow' in their lessons if they have done something that particularly impresses one of the adults. The different levels of 'clouds' help them to remember what teachers expect of them and very few pupils ever have to be put onto the lower levels.
- In lessons, pupils are keen to do what they are asked and readily cooperate with one another, particularly enjoying opportunities to do practical work and investigations. For example, a Year 2 class enjoyed investigating how many aliens had landed, based on the number of footprints they had found.
- Pupils are well informed about how to stay safe. However, there are some occasions when adults step in too quickly to remind pupils about what they should or should not be doing and this means pupils come to rely on the adults for this. While pupils readily comply, they do not take enough responsibility for themselves.
- A few pupils with behavioural, emotional and social difficulties are very well supported. The inclusive approach of the school, alongside the emphasis on the core values, balancing rights and responsibilities, means that they are helped to participate positively in the full life of the school.
- Attendance was previously a key issue and the school has worked hard to tackle this, making sure all families are aware of the long-term importance of being at school regularly. As a result, attendance has improved and is now average.

The leadership and management are good

- Since the previous inspection, the headteacher has made sure that school leaders have tackled the key issues identified. Teaching has improved because best practice is identified, discussed and shared, and teachers' knowledge about what they are teaching has improved. Leadership is shared widely, so that there is careful monitoring of each aspect of the school, followed by

accurate evaluation and effective actions to bring about improvements.

- The headteacher is well supported by the senior leadership team across the federation, including leaders based at the infant school. Together they keep a close check on how well pupils are doing and any who may not be making the progress they should. The analysis of data is particularly detailed, so that the progress of every pupil or group of pupils is carefully analysed and evaluated, discussed with teachers, and action taken where needed.
- Together the senior leaders carefully check the quality of teaching, making sure that each teacher knows precisely what they need to do to improve. This monitoring is followed up rigorously and teachers are expected to show how such improvements have been sustained. The school's well-developed approach is seen as best practice in the local authority.
- The themes around which teachers plan their lessons usually start with a particularly memorable, interesting event or experience. This quickly engages the different groups of pupils and means they are excited about learning. In particular, these experiences give pupils a rich background of language from which to develop high-quality writing.
- Music is a great strength of the school which gives pupils excellent opportunities to learn an instrument or sing as part of the choir. Alongside the well-planned assemblies, sensitive discussions about complex issues around the world and opportunities to help others are shared. The curriculum provides well for the spiritual, moral, social and cultural development of the pupils, for example pupils were reflective when talking about why Remembrance Day is special.
- Leaders at all levels take every opportunity to promote the core values of the school and teachers and pupils share this view wholeheartedly. This emphasis on balancing rights and responsibilities means equality of opportunity has a strong prominence so that any discrimination would be tackled vigorously.
- Recent training has further improved the quality of teaching of physical education. For example, pupils showed a good understanding of how to 'warm down' after a strenuous lesson about dance. There are further plans to use some of the funding to improve the access to resources, so that pupils' sporting skills and health benefit in the longer term.
- At the time of the federation, the school received support from the local authority to ensure that governance improved and that leadership was effective. Over the past two years support has greatly reduced to the point of being only the lightest of touches. The school now provides support for other schools, for example in improving teaching and how to improve writing, especially for boys.

■ **The governance of the school:**

- After a period of turbulence, the governing body now includes highly experienced governors who have made sure they know the school accurately. Governors are very well informed, challenge the school effectively and share an ambitious vision for the future of the school. They check that the information they are given fits well with their own evidence about the performance of the school and make sure that the quality of teaching and leading is reflected in the pay that is awarded to staff. Governors make sure that they are well trained about recent developments in education, that statutory requirements are met and that all the adults employed to work with pupils have had the appropriate checks. They ensure that the finances of the school are managed carefully and that any funds allocated for specific support are used appropriately, including the pupil premium funding.

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	115971
Local authority	Hampshire
Inspection number	426440

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Barbara Rodgers
Headteacher	Christine Clayton
Date of previous school inspection	23–24 November 2011
Telephone number	01256 325303
Fax number	01256 325303
Email address	adminoffice@winklebury-inf.hants.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

