

Winscombe Primary School

Moorham Road, Winscombe, North Somerset, BS25 1HH

Inspection dates

11–12 March 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is a good school.

- The standards pupils reach are above those found nationally. Pupils' achievement in reading and mathematics is outstanding.
- The progress of those pupils who have fallen behind is rapid. This is because of good teaching and additional support from skilled adults.
- The strong partnership with parents ensures excellent attention is given to meeting pupils' social and emotional needs.
- Teachers have high expectations of all pupils. More-able pupils are given confidence to do even harder work.
- Pupils are extremely well cared for and feel safe. Pupils enjoy every moment of their time in school.
- Pupils behave exceptionally well. They respect their teachers and contribute positively in lessons. They learn and play well together.
- There is a good Early Years Foundation Stage. Children in the Reception class acquire a good foundation of skills and show highly positive attitudes to learning.
- The executive headteacher has galvanised staff to pursue excellence. She leads by example and is skilful in supporting staff to improve their practice and develop their areas of responsibility.
- The governing body is determined and unrelenting in its support and challenge to the school leaders. The governors have a simple and clear expectation that all action taken by the school must benefit pupils.

It is not yet an outstanding school because

- Pupils are not always encouraged to think more deeply and develop their ideas, particularly in Key Stage 2.
- The teachers' guidance on pupils' written and mathematics work in Key Stage 2 is not helping pupils to improve.
- Pupils' attendance is broadly average.

Information about this inspection

- Inspectors observed eleven lessons; eight of these observations were carried out jointly with either one of the deputy headteachers.
- Inspectors took account of 69 responses to the online Parent View survey, as well as written communications from parents and discussions with parents at the end of the school day. They also considered the responses of 16 staff questionnaires.
- Inspectors talked with two groups of pupils as well as with individual pupils during their lessons. They heard three groups of pupils read. Inspectors looked at work in pupils' books, in addition to looking at books in lessons.
- Inspectors held discussions with members of the school's leadership team, the safeguarding team and governors. The inspectors looked at a range of documentation, including documents relating to pupils' attainment and progress, child protection and safeguarding, the school's curriculum, the management of teachers' performance and the school's plans for improvement.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Jonathan Palk, Lead inspector

Her Majesty's Inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- Winscombe has 190 pupils and is smaller than most primary schools. Since January 2013 it has formed a federation with another primary school in the same parish. The two schools have one executive headteacher and one governing body.
- The percentage of pupils supported through the pupil premium is below average. This is additional government funding for 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 that of the majority of schools nationally. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- The vast majority of pupils are from a White British background.
- The executive headteacher is absent from school recovering from an operation. An interim headteacher is in post for three days a week. Headship responsibilities for the remaining two days are shared between the deputy headteacher and the acting headteacher from the federated primary school.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics

What does the school need to do to improve further?

- Improve the teaching of writing and mathematics across Key Stage 2 so that more is outstanding, and all is consistently good, by ensuring that teaching:
 - gives enough time in lessons and through discussions for pupils to reflect on and demonstrate their understanding about what they are learning
 - improves the guidance given to pupils on how to learn from their mistakes and misunderstandings.
- Improve attendance by continuing to work with those families whose children do not attend as regularly as others.

Inspection judgements

The achievement of pupils

is outstanding

- Many children come into the Reception class at a stage of development that is above that normally expected for their age. Children make good progress as a result of well-planned activities. At this stage of the year, they have acquired a good level of development in all areas of their learning. The children develop highly positive attitudes to learning under the guidance of the skilled adults. They quickly become confident in exploring their ideas, develop good communication skills and cultivate an interest in everything around them. They experience a wealth of relevant experiences, many self-chosen, but always expertly supported.
- Pupils build well on these experiences in Years 1 and 2. Their attainment at the end of Year 2 in reading, writing and mathematics is well above average, and has been for many years. Pupils' knowledge of letters and sounds (often known as phonics), as demonstrated in the Year 1 national check, is well above national expectations.
- Pupils make rapid progress in reading fluently and show excellent comprehension skills. They use their ideas and imagination to develop as competent young writers. They develop good calculation skills and confidence in using these as teaching provides interesting puzzles and problems to solve.
- Standards reached by pupils at the end of Year 6 in English and mathematics have been rising quickly over the last two years, and most notably for those pupils entitled to free school meals. In the 2013 national tests and teacher assessments, all pupils reached average standards, with a significant proportion attaining above average in reading. All pupils made the expected progress in writing. The proportion exceeding nationally expected progress was well above the national average in reading and mathematics.
- Not enough of the teaching of writing has been good enough in the past, to challenge more-able pupils to reach higher levels. The teaching of writing has improved and pupils have a better understanding of grammar and the structure of written work. More pupils' writing is now interesting and fluent. The use of individual goals, or targets, to draw attention to what must be learnt is also helping. Pupils' writing across a range of subjects is well punctuated and presented.
- Pupils' progress in reading, writing and mathematics in Years 3, 4 and 5 has speeded up, because the teaching is much improved. Pupils' performance, particularly for those who are more able and those who are receiving additional help, is regularly checked, and effective adjustments to lessons are made.
- Pupils read well, and show an interest in a wide range of authors and types of book. Books and libraries have a high prominence in the school and pupils are encouraged by the rewards for regular reading.
- Pupils are very good at calculations and use mental arithmetic to solve problems quickly. More-able pupils get plenty of work that encourages them to think creatively and apply their skills to solve increasingly complex mathematical problems. Teaching makes it easier for pupils to maintain their enthusiasm for problem solving by managing a homework blog.
- The pupils are highly motivated to improve because, as one pupil said, 'The teachers plan exciting lessons of variety and interest.'
- Additional government funding is used very effectively to ensure those who are furthest behind are catching up quickly. Although previously the difference between results of pupils entitled to free schools meals in Year 6 national tests in both English and mathematics was a whole academic year, the gap has narrowed to a term, and is closing still in all classes. This is because the additional pupil premium funding pays for additional adults who provide support to small groups and individuals before and during lessons.

The quality of teaching

is good

- Teaching is typically good. Teachers' very good relationships with pupils contribute a great deal

to the high aspirations pupils are setting for themselves.

- Teachers are determined to improve the effectiveness of pupils' learning. They are increasing their expectations of more-able pupils by giving them work that meets their academic needs. They plan interesting work so that pupils become enthused and work hard.
- Where teaching is even better quality, pupils are fully engrossed in their learning. Teaching provides tasks that are exactly what pupils need, and ensures that pupils thoroughly understand and apply their learning to the task in hand. Pupils benefit from having time to analyse what they are doing and reflect upon their learning.
- The adults in the Reception class have high expectations and ambitions for children's outcomes in the Early Years Foundation Stage. They provide the resources children need to challenge their thinking and ideas, and also to sustain their imaginative play. The emphasis on developing early literacy and mathematics skills promotes good learning. The assessment of the children's development across all areas of their learning is effective and children are guided to develop new skills through the activities made available for them to self-select.
- Teaching assistants make a significant contribution to boosting the learning of disabled pupils and those who have special educational needs.
- Teaching of reading is highly effective and pupils learn to read well. Regular reading sessions combine well with intensive reading for those who may be struggling to acquire knowledge of how sounds link to letters.
- The teaching of writing is good. Pupils get the time to complete extended pieces across a range of subjects. Pupils mark their own and each other's pieces of writing so that their work is revised continually; this results in high-quality pieces produced before the end of the lesson. The personal satisfaction this generates only serves to strengthen pupils' resolve to do even better.
- The feedback pupils get during discussion or when teachers mark pupils' work is not of a consistently high quality in all year groups. The questions some teachers ask do not encourage or challenge more-able pupils and do not help the teacher check pupils' understanding. The marking of pupils' work in mathematics and writing books does not help less-able pupils keep track of how well they are doing. Pupils are not always required to work on suggestions for improvement.

The behaviour and safety of pupils are outstanding

- Winscombe is a happy school where pupils of all ages get on exceptionally well together. Those who find learning difficult feel safe and well cared for.
- The behaviour of pupils is outstanding. Around the school and in lessons, the pupils are extremely polite and courteous. They know what is expected of them and how to behave in a range of situations. They know that good behaviour helps them to learn well in lessons.
- In lessons, pupils are eager to contribute, but will await their turn patiently. Lessons are never disrupted by pupils calling out or failing to listen to instructions. Parents report that having to deal with poor behaviour is never an issue for their children.
- Pupils take their roles and responsibilities at playtimes seriously. Those who find building relationships with others hard benefit socially and emotionally from these responsibilities. The school has used the additional sports funding wisely to improve the skills of staff supervising playtimes, so that the investment in playtime equipment is not wasted.
- The school's work to keep pupils safe and secure is outstanding. Pupils know how to stay safe. They receive excellent guidance through lessons and assemblies in developing skills that keep them safe in their lives. They recognise when they are vulnerable because staff encourage them to speak out when they have concerns.
- Attendance is average. This is down to families taking holidays in term time. The school is using its new powers wisely to curb this, and attendance is rising once more. Pupils' attendance is checked closely and individual support is provided to help those pupils at risk of non-attendance manage the start of the day. Punctuality to school and lessons is good.

The leadership and management are outstanding

- The school has improved and turned around under the determined and inspiring leadership of the executive headteacher. All those responding to the inspection were unanimous that they were proud to be members of staff. Morale is very high and all staff feel well supported by school leaders.
- The determination of staff to work at their best is testament to the executive headteacher's influence, even when temporarily absent from school. Subject leaders and the parent support adviser are central to improvements in achievement and the quality of safeguarding. They are rigorous in their checking on pupils' progress and adjusting the offer of additional learning groups through the expertise of the 'achievement for all' team.
- The way in which school leadership at all levels, including the governing body, has secured improvements in the quality of teaching is striking. The unwavering belief that everyone can achieve the highest possible goals is sustained through extremely well targeted professional development, training and coaching. The executive headteacher has used her intimate knowledge of the quality of local trainers to respond quickly to any identified training needs, for example in the teaching of phonics.
- The executive headteacher has used the expertise of staff at the federated school to coach and help improve teachers' assessments. Consequently, teachers now plan work that is very well matched to pupils' abilities. This is particularly the case in Year 6 where a third of the class is expected to take the Level 6 national test.
- Rigorous checks on teachers' quality of work and the secure link between successful outcomes and salary progression ensure that only good practice is rewarded. Teachers' evaluations of themselves are accurate. Leaders set high expectations of staff in relation to their experience and position and provide help to get better if they are underperforming.
- Self-evaluation is precise and made more effective by the collaboration with the federation and governors astute oversight. Subject teachers and the early years leaders' development plans accurately highlight areas for improvement.
- The quality of spiritual, moral, social and cultural education is strong and helps pupils respect each other and value their differences. The school's curriculum provides memorable experiences and rich opportunities for good quality learning. The art lessons, as well as experiences in music, dance and drama, have a very positive impact on pupils' aspirations of themselves.
- Safeguarding procedures meet statutory requirements and reflect positively the leaders' determination to ensure all pupils can get the most from their education. The lower attendance rates of pupils entitled to free school meals has been a significant success story, with strong inter-agency working bringing about significant improvements in safety, attendance and punctuality for this group.
- The school promotes equality opportunity well and tackles discrimination of all kinds very effectively. The confidence of parents in coming into school to get information on how well their children are doing typifies the quality of the parental partnership. This is particularly the case for those families who have found approaching school difficult in the past.
- Pupils entitled to the pupil premium funding have been carefully assessed and given an appropriate mixture of support and extra guidance. The school evaluates the programmes well for their impact on pupils' response to learning. The use of the funding, for example to pay for music lessons or attendance at the early morning club, has brought about a significant improvement in the social and emotional well-being of these pupils, and supported a rapid improvement in their academic achievement.
- The local authority was well aware of the declining standards at the school some three years ago. It took immediate and effective action. It used funding available to it to implement a weekly programme of one-to-one and small group teaching in lessons for those who had fallen behind their year group. This ensured it could make regular visits to the school to help improve teaching and learning.

■ **The governance of the school:**

- Governors make an excellent contribution to the school's improvement. They provide strong challenge to the school leaders through a robust process of checking that action taken has made an impact on pupils' achievement and the quality of teaching. Governors demonstrate their independence by selecting areas or strands of the school work to check up on, and use their findings to steer further improvement. They are very aware of the success they have had in considering and directing the use of pupil premium funding to where it can have most impact. As one governor put it, 'If the school achieves the objective then we want another challenge.'
- Governors have a very good understanding of how the pupils' performance compares to national information on pupils' attainment. They work alongside school leaders and the school improvement partner to ensure that checks on staff and their development is rigorously evaluated and training to help them improve is provided quickly.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 109101 |
| Local authority | North Somerset |
| Inspection number | 431473 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 190 |
| Appropriate authority | The governing body |
| Chair | Melissa Humphry |
| Executive Headteacher | Lin Williams |
| Date of previous school inspection | May 2009 |
| Telephone number | 01934 843407 |
| Email address | Winscombe.pri@n-somerset.gov.uk |

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