

# Winthorpe Primary School

Thoroughfare Lane, Winthorpe, Newark, NG24 2NN

**Inspection dates** 16–17 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher is leading the school well. Governors and staff are fully supportive of what the headteacher wants to achieve to enable pupils to receive a first-class education.
- Senior leaders are successfully supporting the headteacher in securing improvements to the quality of teaching and pupils' achievements.
- The governing body knows the school well. They work closely with the headteacher to deploy funds effectively to support the needs of disadvantaged pupils and those with special educational needs.
- Parents appreciate the values of care, guidance and support which are promoted within the school. Pupils feel safe, are happy and enjoy coming to school. This is reflected in improved rates of attendance, which are above-average.
- The quality of teaching is good. Teachers draw upon their knowledge of each pupil to plan activities which interest them and help them to achieve well.
- Children in the Reception class make good progress. This is built upon as they move through the school. As a result, pupils' attainment at the end of Key Stage 2 is above average.
- Pupils are taught effectively to quickly develop their skills in phonics (sounds that letter make) during their first few years in school. As a result, pupils are able to use these skills to enjoy reading from an early age. This is reflected in the consistently good progress which pupils make in reading across the school.
- Pupils are keen to learn. They behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development is well promoted. This is because the range of subjects taught is broad and balanced, and caters for pupils' interests. Pupils are well-prepared for the next stage in their education.

### It is not yet an outstanding school because

- Pupils' progress and attainment in writing is not as strong as it is in reading and mathematics.
- Pupils do not develop their skills in handwriting as well as they could. As a result, the presentation of their work is not always of a high standard.
- Not enough of the most-able pupils are supported early and effectively enough to help them attain Level 6 in the Year 6 tests.
- Leaders of subjects other than English and mathematics have not undertaken frequent checks on the quality of teaching.
- The school website is not always kept up to date with relevant information.

## Information about this inspection

- The school did not receive any prior notification of the inspection.
- The inspector visited nine lessons taught by five teachers.
- The inspector looked at pupils' current and previous workbooks across a range of subjects.
- The inspector heard a group of pupils from Years 2 and 4 read.
- Meetings were held with: the headteacher, other senior leaders and leaders of different subjects; a group of pupils from Key Stages 1 and 2; and members of the governing body. The inspector held a telephone conversation with a representative from the local authority.
- The inspector looked at a range of documentation including: the school's own self-evaluation and plans for improvement; the school's evaluations of the quality of teaching and learning; school policies; the school's most recent data on the attainment and progress of pupils; information provided to families; information relating to the safeguarding of pupils; and the school's most recent data relating to the attendance and punctuality of pupils.
- The inspector considered the range of and quality of information provided on the school website.
- Consideration was given to the 41 responses from parents and carers to the online questionnaire (Parent View) as well as the school's own analysis from its own surveys. The inspector spoke informally with 12 parents at the beginning of the school day. Consideration was given to the 11 questionnaires completed by members of staff.
- There is a separate after-school club which is held on the school site. This was not included as part of this inspection.

## Inspection team

David Carter, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Winthorpe Primary School is smaller than the average-sized primary school.
- Pupils are taught in four classes. There is a class for children in the Reception Year. There are three mixed-aged classes for pupils in: Year 1 and 2; Year 3 and 4; and Year 5 and 6.
- Most pupils come from White British backgrounds. There are very few pupils from other heritage groups or who speak English as an additional language.
- The proportion of pupils supported through a statement of special educational needs or the new education, health and care plan is below average.
- The proportion of disadvantaged pupils eligible for pupil premium funding is below that which is found nationally. This is additional funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- Since the last inspection, a new headteacher has been appointed. She took up her position in September 2013.
- The school runs its own breakfast club which is managed by the governing body.

### What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by:
  - providing children in the Reception class with more opportunities to write for a purpose, particularly when learning outdoors
  - ensuring that teachers have the same expectations of the quality and quantity of pupils' writing in subjects other than English
  - improving pupils' skills in handwriting
  - raising the expectations of teachers and pupils for a high standard of presentation of written work in all subjects
  - providing the most-able pupils with more effective support so they have the knowledge and skills to attain Level 6 in the Year 6 tests.
- Improve the quality of leadership and management by:
  - providing leaders of subjects other than English and mathematics with more regular opportunities to check on the quality of teaching in their areas of responsibility, in order to drive improvements more quickly
  - ensuring that parents have relevant and up-to-date information on the school website so they can be more fully informed about the life of the school and how they can support their child's learning.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school well. Her enthusiastic and energetic approach has been welcomed by staff, parents and pupils. She is creating a strong sense of 'team' within the school, and adults and pupils are supportive of each other. Behind her positive demeanour, however, lies a steely determination to improve the school so that it is moving towards providing a first-class education for its pupils.
- The headteacher is supported effectively by other senior and phase leaders. During the last year, they have reviewed most aspects of the school's work and, where required, have put in place a new approach. This has led to improvements in: the quality of teachers' marking; more robust systems for keeping pupils safe; pupils' attendance; and ensuring that the curriculum is broad, balanced and promotes fundamental values. This demonstrates that senior leaders have capacity to improve the school further.
- The headteacher has put in place a clear system for managing teachers' performance. She undertakes frequent checks on the quality of teaching. Teachers are provided with clear guidance and support on how to improve their subject knowledge and teaching skills. Teachers are responding positively to the training which they have received. This is helping to improve the quality of teaching.
- Leaders responsible for English and mathematics have a clear understanding of the strengths and areas for further improvement in the teaching of their subjects. These are reflected in the school's plans for improvement. The plans show how the school has begun to visit other successful schools in order to help them improve the teaching of writing.
- Leaders responsible for subjects other than English and mathematics have undertaken checks on the quality of teaching, but these are not frequent enough. They have a secure understanding of strengths and areas for development in their respective subjects. However, as the new curriculum is being implemented, senior leaders recognise that subject leaders need to keep a closer eye on the quality of teaching in order to drive further improvements.
- The leader responsible for disabled pupils and those who have special educational needs has a good understanding of the specific learning needs of each pupil who finds learning difficult. Clear programmes of support are put in place to help individual pupils. Parents and pupils are regularly involved in reviewing the progress towards learning targets and in the setting of new ones.
- Senior leaders check closely on the progress of all groups of pupils, including disadvantaged pupils. The pupil premium funding is being used effectively to provide individualised support which ensures that eligible pupils make at least similar rates of progress to others in the school and, in many cases, faster progress. The school has been successful in ensuring that, by the end of Key Stage 2, gaps in attainment have been closed. This is indicative of the school's success in promoting equality of opportunity.
- The school is making effective use of primary school sport funding. Pupils say that they adore the weekly sports sessions which are provided in conjunction with Newark Academy. The sessions are delivered by specialist coaches. Pupils have opportunities to be involved in a wide range of sports and to compete against other schools.
- Senior leaders have introduced a new curriculum this term in response to statutory requirements. The strengths of the 'old' curriculum have been maintained. Hence, pupils are presented with learning organised within topics, with an appropriate emphasis on ensuring pupils' good spiritual, moral, social and cultural development. Pupils have a good understanding of and respect for people of different faiths and cultures. Pupils are well prepared for the next stage of their education, as well as for life in modern Britain.
- The headteacher is highly committed to building a school which lies at the heart of its community. Central to that approach is ensuring that parents and carers are fully involved in the life of the school. Parents are appreciative of the weekly 'gold assembly', which is well supported, where pupils' academic and personal

achievements are celebrated. Although a few parents express some dissatisfaction with the quality of education provided by the school, the large majority are supportive of the school because they can see what senior leaders are trying to achieve.

- The headteacher has worked closely with the parent and teacher association (PTA) to ensure that families have opportunities to socialise as well as take part in fundraising events. The most recent events have enabled the school to enhance its provision for computing. This is enabling pupils to develop their skills more quickly in this subject.
- Parents say that the communication between home and school has improved in the last year. This includes the detail which is provided in pupils' end-of-year reports. This gives parents a clear indication of how well their child is achieving in relation to expected standards for their age. Although parents receive regular written communication via newsletters and texts, the school website is not always kept up to date with the relevant or required information for parents.
- The local authority has provided effective support to the school. The school has been supported in engaging more closely with parents and carers. The local authority has also signposted senior leaders to other schools that have a track record of teaching writing highly effectively. This is informing senior leaders of the next steps which they need to take in improving the teaching of writing.
- **The governance of the school:**
  - The Chair of the Governing Body meets weekly with the headteacher and keeps a very close eye on developments and what is happening in the school. Governors are aligned to subject leaders and visit to check on developments. Regular reports from such visits are shared with the full governing body. In addition to the detailed information which is provided by the headteacher, governors have a good understanding of the school's strengths and areas for development. Governors understand the school's performance and hold the headteacher to account for the rate of improvement. Systems for managing the performance of staff and rewarding excellence are in place. Governors take account of the view of parents and carers through undertaking their own questionnaires as well as talking to parents informally. This informs their strategic plans.
  - Governors draw upon their individual expertise to support the school. They manage the school's finances well and ensure that additional funding, such as the primary sport funding and the pupil premium, are used effectively to support pupils' academic and personal development.
  - Governors carry out their statutory duties in relation to the safeguarding of pupils. They have ensured that the weaknesses in safeguarding arrangements noted at the previous inspection have been addressed. Regular meetings between the named governor and member of staff responsible for child protection ensure that the importance of keeping pupils safe is at the forefront of the school's work.

## **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils are courteous and polite to each other and adults. Pupils behave sensibly during breaktimes and when they move around the school.
- Pupils are keen to learn and do well. They listen carefully to teachers and adults during lessons and engage in their learning tasks. Pupils enjoy working together in pairs or small groups, and benefit from learning from each other as well as from adults.
- Pupils are motivated to behave well. Pupils who always behave well or have improved their behaviour receive rewards during the weekly 'gold assembly'. Pupils are also aware of the consequences if they choose to misbehave. The consistent application of the school's behaviour policy is helping pupils to develop their understanding of what constitutes positive and anti-social behaviour.
- Pupils want to play a full part in the life of the school and to undertake roles and responsibilities. Pupils work towards being awarded the roles of prefect and mentors. Pupils enjoy being part of a house team, which supports the social development of pupils as younger and older pupils benefit from working with each other.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of the different

types of bullying. Although bullying in the school is rare, pupils know how to recognise it and know what to do if it occurs. Pupils speak highly of their teachers and have faith in them to keep them safe at school.

- Pupils have a good understanding of how to keep themselves safe in a range of situations. Pupils have a good understanding of e-safety; younger pupils were keen to share with the inspector what they know about the risks of using the internet and what to do if they feel unsafe.
- Procedures for supporting pupils who display challenging behaviour are well established. Since the previous inspection, a few pupils have not been allowed to go to school for a short period due to poor behaviour. This has been part of a structured approach which has been successful in improving the behaviour of individual pupils.
- Pupils' attendance has improved since the new headteacher took up her position and it is now above average. Systems for checking on pupils' absence are more robust. Pupils and families have responded positively to the school making parents and pupils more aware of the value of attending regularly.
- Most parents who responded to the online questionnaire, Parent View, or who spoke to the inspector felt that pupils' behaviour in school is good. All parents considered that their child was happy at school and that they felt safe.
- Occasionally, a few pupils can lose concentration during lessons and this is not always noticed quickly enough by teachers. As a result, learning time is not always fully maximised.

### **The quality of teaching** is good

- The quality of teaching in each key stage is good. Staff ensure that classrooms have a positive and purposeful atmosphere where pupils are encouraged to always try their best. Pupils say that they enjoy coming to school because their teachers value them and want to make learning enjoyable.
- Teachers capture pupils' interest by presenting learning in different ways. Pupils in Year 3 and 4 were engrossed during a science lesson, where the teacher used baking materials to demonstrate how the digestive system works. Similarly, the oldest pupils developed their understanding of fractions by undertaking team challenges while working outside.
- Teaching assistants ably support all pupils but, in particular, disabled pupils and those who have special educational needs. This support is effective, both during whole-class lessons and when providing individual support. This is helping pupils to quickly reach their targets.
- Teachers check on pupils' learning closely during lessons. When required, they provide pupils with additional guidance to support them in their learning and they move pupils on quickly if they are finding the work too easy. Pupils are given opportunities to reflect on how well they have done in the lesson and to identify if they need any additional help.
- Teachers' marking of pupils' work has improved following a change in approach initiated by the new headteacher. Teachers' comments provide clear guidance to pupils on what they have done well and what they have to do next to improve their work. Pupils are also given time to respond to marking to show how they have improved their work. This is helping pupils to be more involved in their learning and is motivating them to work hard to reach their targets.
- Parents agree that the homework provided by teachers is suitably challenging and appropriate. This is helping pupils to consolidate and build upon the knowledge and skills which they acquire during lessons.
- Teachers know each pupil well. Teachers of the mixed-age classes draw upon this information, as well as from their ongoing assessments, to provide pupils of different ages and abilities with work which is suitably challenging. The most-able pupils in Year 5 and 6 are now being provided with more demanding work which is truly stretching them. This is because senior leaders recognise that there are pupils who are capable of

attaining the highest Level 6 at the end of Key Stage 2 who have not previously been set hard enough work.

- Teachers' expectations of the quality of pupils writing are not always as high when pupils are undertaking work in subjects other than English. Teachers recognise that not enough focus has been given to the teaching of handwriting and to ensuring that the presentation of pupils' work is consistently of a good standard.

### **The achievement of pupils** is good

- Pupils achieve well throughout each key stage. Children make good progress in acquiring knowledge and developing their skills during their time in the Reception class. They are well prepared to start more formal learning in Key Stage 1.
- The good start which pupils have made is built upon in Years 1 and 2. By the end of Key Stage 1, attainment is above average in writing and is high in reading and mathematics.
- Pupils make good progress in Key Stage 2. Attainment has risen in the last three years and is consistently above average.
- Pupils quickly acquire knowledge of phonics (letters and the sounds they make). Most pupils attain the expected standard in their understanding of phonics by the end of Year 1. Pupils draw upon their knowledge to work out unfamiliar words. Pupils enjoy reading a wide range of books. As they move through the school, they read with increased fluency and expression.
- Pupils who find learning difficult are quickly identified and are given additional help. As a result, disabled pupils and those who have special educational needs do well and make good progress.
- The number of pupils for whom the school receives pupil premium funding varies between year groups. At the end of Key Stage 2, the most recent cohort of disadvantaged pupils made similar rates of progress to other pupils and attained similar standards. These were higher than other pupils nationally. Disadvantaged pupils now in the school, make similar rates of progress to their classmates.
- Pupils make good progress in mathematics. Pupils systematically develop their skills in calculating and have opportunities to develop their skills in reasoning through solving mathematical problems.
- The most-able pupils are provided with good levels of challenge. In each of the last three years, including the most recent Year 6 cohort, every pupil has made at least the progress they should in reading, writing and mathematics across Key Stage 2. Although every able pupil has attained the higher Level 5 standard, not enough have attained the very highest standard of Level 6 in the Year 6 tests.
- Pupils do not make as strong progress in writing as compared to reading and mathematics. Although pupils' skills in the technical aspects of writing, such as spelling, grammar and punctuation, are improving, the quality and presentation of their work is not always of the highest standard.

### **The early years provision** is good

- The leader of the Reception class has a good understanding of each child prior to them starting the school. She visits each child at home, which helps to secure a positive relationship with parents and carers, as well as considering the information which is sent by the wide range of pre-school providers. This information is used effectively to ensure that children have a smooth start to their life in the school.
- The setting is a welcoming place and children are well cared for and kept safe. Within the first few weeks, the leader and teaching assistant undertake a range of assessments on each child in order to judge their stage of development. This information is then used to inform the type and range of activities for each child. Although different numbers of children start the school each year, and the level of children's knowledge and

skills varies, these are typically at least in line with expected levels for their age.

- Children are provided with a range of activities to support their development in all areas of learning. As a result, irrespective of their starting points or individual needs, children make at least good progress during their time in the Reception class. Children’s progress in writing, however, is not quite as strong as in reading or other aspects such as their personal, social and emotional development. Although children enjoy making marks and recording their thoughts through writing, not enough opportunities are provided to make this purposeful so that they engage more in this aspect of learning. This is particularly the case when children are learning outdoors. The proportion of children who have a good level of development by the time they leave the class is above the national average. Children’s physical, spiritual, moral, social and cultural development is also well promoted.
  
- Adults regularly meet with parents to engage in discussions about children’s development at home and school. This is helping parents to make a positive contribution to supporting their child’s development.



## 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

<b>Unique reference number</b>	122682
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	448528

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

<b>Type of school</b>	Select
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michele Cammack
<b>Headteacher</b>	Caron Ementon
<b>Date of previous school inspection</b>	6 October 2009
<b>Telephone number</b>	01636 680060
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