

Winteringham Primary School

School Road, Winteringham, Scunthorpe, DN15 9NL

Inspection dates

7–8 October 2015

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils of all abilities, including those who are disadvantaged, those who have special educational needs and the most able, make outstanding progress throughout their time in the school.
- Over the last three years, standards reached by pupils in Year 6 in reading, writing and mathematics have risen, with many pupils reaching the higher Level 5.
- Teaching is outstanding. No time is wasted in lessons and pupils are keen and eager to learn in all different subjects. Pupils respond very positively to teachers' very helpful feedback during lessons and the comments written in their books by teachers.
- Teaching assistants provide excellent support for individuals or groups of pupils, driving them forward to achieve as well as they can.
- Pupils are very well behaved in lessons and around the school. Pupils attend school very regularly. There are exceptionally strong relationships between adults and pupils.
- Leadership by the headteacher is outstanding. She leads by example and is very strongly supported by governors and other staff.
- Pupils of all ages mix well together. Their personal development is greatly enhanced because they are given positions of responsibility which they accept gladly and undertake very well.
- The curriculum is excellently enhanced by a wide range of activities that appeal to all pupils. They contribute exceptionally well so that pupils are very well prepared for the next stage of their education.
- Pupils understand how to keep themselves safe. However, a very few pupils do not understand the consequences of using inappropriate language and not respecting others.
- Provision in early years is good. From typical starting points for their age, there is a lack of challenge for the most-able children in reading, writing and number work in particular.

Full report

What does the school need to do to improve further?

- Provide more challenge for the most-able children in the Reception class so that more fulfil their potential in all aspects of the early years curriculum and particularly in reading, writing and number work.
- Ensure that all pupils learn about others' differences, understand the consequences of inappropriate language and can respect and value others.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher is an exceptional leader. She has ensured that all pupils are given equality of opportunity, which ensures that they achieve as well as they possibly can. Her expectations are very high and she has created an 'I can do it' culture within the school.
- Middle leaders, staff and governors share her desire to continually improve outcomes for pupils of all abilities. They are strongly supported by parents, who, from the responses to the online questionnaire Parent View, are unanimous in their very strong support for the school.
- Leaders review all aspects of their work regularly and are continually searching out and considering different ways to approach an issue. Consequently, plans are assessed carefully so that the outcomes for pupils are the best possible ones.
- Teachers reflect carefully on their lessons as they strive to achieve excellent outcomes for pupils in their class. In this they are very successful. Teachers' work is monitored regularly and ways to improve are identified and discussed with senior leaders so that teaching remains outstanding. Teachers are expected to review their teaching by discussion with each other so that it is always of the best.
- Leaders make very good use of professional development activities. Teachers are expected to, and do, use professional development very effectively in order to reach the demanding targets set for them. Staff are very well motivated, and this includes teaching assistants as well as class teachers. As a result, teaching is highly effective.
- Lessons in English and mathematics, although seen by staff and governors as very important, are enhanced very well by many other subjects and activities. The curriculum is very broad and includes visits to places of interest and visitors to the school. As a result, pupils gain an excellent knowledge and understanding of a wide range of interests, including gardening, sport and music. This varied and challenging curriculum strongly supports pupils' spiritual, moral, social and cultural development. Many pupils spoke enthusiastically about the different opportunities they have. They are aware that leaders support them very well and value their achievements and successes, academically, socially and within the world of sport and the arts.
- Pupils understand the need to become responsible citizens and they relish being given positions of responsibility. At playtime pupils of all ages socialise very well with older pupils helping those who need be-friending or additional help.
- The physical education and sport premium and the pupil premium monies are used very well so that those who need additional help receive it. The intervention programmes, for example, for those pupils who need additional help with spelling, are very effective and leaders check regularly that the programmes are making a difference.
- The arrangements for safeguarding are effective. Staff are extremely vigilant and well trained in order to keep pupils safe and to identify any potential issues. Leaders know that there is additional work to do so that all pupils understand the consequences of using inappropriate language and not valuing others' beliefs.
- The local authority officer attached to the school visits regularly and has provided focused challenge and advice, for senior leaders particularly.
- **The governance of the school**
 - Governors share the vision and expectations of the headteacher and contribute significantly to a school that enables pupils to excel exceptionally well. They know the school and the pupils very well. Governors' regular visits and their links with the different priorities the school has for its development, ensure that they are vigilant and can guarantee that improvements continue and goals set are reached. They are meticulous in making sure that no aspect of the work of the school is neglected. Governors challenge senior leaders regularly and set high standards to be reached by the headteacher through her performance management targets. Governors ensure that additional funds are used appropriately so that staff provide the best possible help for pupils. Governors have very good links with parents who are consulted regularly. As a result their views are considered. Attendance at parents' evenings is high.

Quality of teaching, learning and assessment is outstanding

- Teachers organise lessons very well to make sure that no time is wasted. Straightaway in the morning pupils settle themselves with no fuss to their morning work books which they use to practice, for example, spelling and mathematics. Teachers make frequent checks in lessons to make sure that pupils understand what they are learning and to see if they are ready to move on to more complex work. Pupils are questioned thoroughly and some help to show the class how to solve a particular problem.
- Regular and very effective feedback helps pupils know how to improve their work and to understand how to get better marks. Any pupil who is identified to be struggling is given additional help and support quickly so that they can catch up with their peers.
- Pupils are eager to learn and very much enjoy the challenges set for them. Not doing well is not an option, either for pupils or for their teachers. Several pupils told the inspector that they really enjoyed lessons and also all the myriad additional activities that are available for them out of lesson time.
- Teaching assistants are very well trained and contribute extremely well to pupils' learning, both during lessons and when working with individuals or small groups. They share leaders' high expectations that permeate the classrooms and they constantly demand more of pupils.
- Resources are very well chosen to suit pupils' interests and to ensure that they gain a good understanding and experience of different people and communities beyond those in their immediate locality.
- Reading, writing and mathematics is embedded very well throughout the curriculum. Younger children are taught phonics (letters and the sounds they make) very well. Consequently, most pupils are competent and fluent readers by the time they reach Year 6.
- Homework books are provided for pupils and these, although relatively new, are welcomed by pupils, who are enjoying the varied challenges in them.
- Parents receive regular and helpful information about the work that their children are doing. Supporting their children correctly at home is important to them, so many attend the parental events organised by leaders.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.
- Pupils are very confident and take their learning very seriously. They support and help each other very well, especially those pupils who experience difficulties with their work or at playtime.
- Pupils are rightly very proud of their achievements, both in the classroom and on the sports field. They are modest when discussing success with adults but understand how these accomplishments help them to grow into sensible and responsible citizens.
- Leaders promote a culture where pupils feel safe. Understanding the rule of law is promoted very well and ensures pupils know what they can and cannot do when using modern technology, for example. Pupils told the inspector that any falling out is sorted out very quickly and pupils know that they must not be unkind to others.
- The inspector saw that pupils take their responsibility for organising games at playtime very effectively. No time was lost as, without any adult intervention, a game of five-a-side football started quickly and participants respected the referee, another pupil, at all times. As a result, pupils' personal development is significantly enhanced.
- The 'Fun Friday' activities enhance the curriculum extremely well and give pupils opportunities to work together out of the classroom. Governors and members of the local community often support these events and so pupils get used to being helped and supported by different adults. This is another example of how pupils' confidence and ability to get on with different people is enhanced.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils love coming to school as shown by their very high attendance. The inspector saw pupils rushing into class, eager to get on with their work. There was always something for them to do. Consequently pupils make very good use of lesson time and very much value all the opportunities provided for them.
- Pupils conduct themselves very well around the school, between lessons, at lunchtime and at playtime.

Any slight misbehaviour is dealt with quickly and pupils respond very well to instructions from adults. Virtually no litter was seen around the school or after lunch, with pupils putting their rubbish in the bins. High standards of behaviour are promoted by the staff, and pupils respond very well.

- Parents who replied to their online questionnaire have no concerns about pupils' behaviour or how staff deal with any very occasional misbehaviour. This view was supported by staff and inspection evidence.

Outcomes for pupils

are outstanding

- There are small numbers of pupils in each year group, so comparisons with the national picture are unreliable. In 2015, the Year 6 pupils who took the national tests made outstanding progress given their average starting points. Several of these pupils had had disruption to their learning between Year 2 and Year 6. Disadvantaged pupils, disabled pupils and those who have special educational needs made excellent progress, particularly boys. Senior leaders' detailed tracking information clearly shows that individual pupils of all abilities moved forward very well, particularly in reading and writing.
- Most-able pupils make similarly excellent progress from their individual average starting points; again it is slightly better in reading and writing than in mathematics. The inspector looked at pupil's books and confirmed that the current pupils are making very good progress in a range of subjects beyond English and mathematics.
- Half of the pupils in Year 6 who took the spelling, grammar and punctuation national test in 2015 reached the higher Level 5.
- Pupils of all abilities in Year 2 made outstanding progress in 2015, with half of them reaching the higher Level 3 in reading.
- A very large proportion of Year 1 pupils reached the expected standard in the phonics check in 2015. Again, it is difficult to make statistical comparisons with the national picture because of the small number of pupils involved.
- There is an improving picture in pupil outcomes throughout the school over the last three years. This is due to outstanding teaching together with early and appropriate help for some pupils. Consequently, pupils are articulate about their learning and recognise how important it is to do well. Pupils are very well prepared for the next stage of their education.

Early years provision

is good

- Given their starting points, which are typical for their age, children make good progress. In 2015, three quarters of them reached a good level of development in all areas, including reading, writing and number. However, over time, and in 2015, not enough children exceeded a good level of development by the end of the Reception Year. Some children made better than expected progress in 2015, which was an improvement on previous years, but not in reading, writing and number. There are a small number of children in the early years class, so comparison with the national picture is unreliable.
- Teaching secures good progress because the needs and abilities of individual children are well known to adults. However, despite this information, the most-able children need additional challenge so that they can fulfil their potential and make better than expected progress, particularly in reading, writing and number.
- Children settle quickly into the daily routines and follow the teacher's instructions well. They socialise and behave sensibly and share resources happily with each other. The inspector saw that children helped each other to tidy up their shoes and boots when changing to go outside.
- Pupils benefit well from joining older pupils at playtime and during some afternoons with pupils in Year 1 and 2. These links help them start to understand and respect differences and to develop the social, emotional and academic skills needed for when they start in Year 1.
- Adults are vigilant at keeping children safe, with external agencies involved if needed.
- Since the previous inspection the outside environment has been considerably renewed and contains a good number of resources, including those for writing and number work. Activities between inside and outside are linked well so that children can experience using materials of different sizes.
- Parents are kept well informed about how well their children are doing and they contribute regularly to the teachers any news they have from activities at home. The inspector spoke to several parents, all of whom were unanimous in their praise for the quality of education their children receive.

School details

Unique reference number	117753
Local authority	North Lincolnshire
Inspection number	10001097

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Mrs J Duck
Headteacher	Mrs L Allwood
Telephone number	01724 732324
Website	www.winteringhamprimary.co.uk
Email address	head.winteringham@northlincs.gov.uk
Date of previous inspection	10 November 2010

Information about this school

- This is a smaller than average primary school. There are four classes in the school, for Reception children, pupils in Years 1 and 2, pupils in Years 3 and 4 and pupils in Years 5 and 6.
- Almost all pupils come from White British backgrounds and speak English as their first language.
- A below-average proportion of pupils are supported by the pupil premium (additional government funding for looked after children and pupils known to be eligible for free school meals).
- No pupils are supported by an education, health and care plan.
- The school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and from 1 September offers 'wrap-around care' for pupils by providing an after-school club.

Information about this inspection

- The inspector observed lessons in all classes accompanied by the headteacher. She also observed intervention sessions, an assembly and listened to pupils read.
- The inspector observed breaktime and lunchtime activities, where she talked informally with pupils.
- Meetings were held with the headteacher, teachers, governors and a representative of the local authority.
- The inspector took account of the 51 responses to the online questionnaire (Parent View) and the responses from staff to their questionnaire.
- The inspector looked at the work pupils do in their books, documents relating to safeguarding, improvement planning, attendance and behaviour. She also looked at the records of checks made on the quality of teaching and the minutes of governing body meetings.

Inspection team

Marianne Young, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2015

