

# Winmarleigh Church of England Primary School

Church Lane, Winmarleigh, Preston, Lancashire PR3 0LA

<b>Inspection dates</b>	16–17 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leadership has improved since the last inspection because of a determined drive from the whole school community to enhance teaching and learning.
- Governors are now executing their role with an effective balance of support and challenge.
- Consequently, pupils in all key stages are making good progress.
- Staff know the children well. They skilfully shape learning to meet the needs of the variety of age ranges within each class.
- The behaviour of the pupils is exemplary. In particular, social skills at the school are outstanding.
- Teaching is good. A relaxed but purposeful atmosphere pervades the school, allowing learning to flourish.
- Pupils in the early years make good progress. They are taught well and pupils approach their learning with joy.
- The school is especially good at meeting the needs of children who have special educational needs or disability.
- Pupils feel safe and secure within the idyllic setting of this rural school. Parents unanimously agree.

### It is not yet an outstanding school because

- Opportunities for pupils to develop key skills across a range of subjects are not fully embedded.
- The expectations set for pupils are not always as high as they could be.
- Leaders are not fully exploiting the excellent outdoor learning possibilities offered by the environment.

## Full report

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

- Improve teaching and learning so that more is outstanding by:
  - building on the emerging work to realise a vision of an outstanding curriculum which allows key skills to be developed across all subject areas
  - raising aspirations further when setting individual targets for achievement, especially for the most-able pupils.
  
- Ensure the school builds further capacity for leadership by creating more regular, planned opportunities for school staff to share and develop practice with colleagues in other good and outstanding settings.
  
- Complete the developments to the outdoor spaces so that learning out of the classroom becomes outstanding.

## Inspection judgements

### Effectiveness of leadership and management is good

- The leadership and management of the school are now good. Since the last inspection, there has been a constant drive to improve the school and this, coupled with more effective governance, has resulted in improvements in all areas.
- The headteacher, governors and representatives of the local authority have strengthened arrangements with the partner school, and parents are overwhelmingly happy with the current arrangements. Developing links between the two schools have resulted in improved opportunities for both pupils and staff.
- The school's dedicated headteacher has established an ideal climate for learning where pupils are confident, socially adept and committed to learning. Standards are rising.
- The school is making good progress in developing greater leadership capacity. A senior teacher is completing middle leadership training, and protocols in place for the headteacher's absence when leading the partner school are now effective. Capacity would be further strengthened if staff had regular and planned opportunities to work with other good and outstanding providers.
- Leaders have the support of a committed group of parents. They are effusive in their praise of the work of the school staff, and teachers respond well by communicating information about their children's progress in a timely and clear way.
- The leadership of teaching and learning is improving because the staff are self-evaluative and have responded positively to an increasing challenge from school leaders, governors and external support. This has had the effect of raising standards and widening opportunities for pupils.
- Support for pupils who have special educational needs or disability is a strength of the school. The school effortlessly includes these pupils in school activities, but also ensures that they receive appropriate guidance and teaching specific to their needs. In doing so, the school demonstrates that it ensures equality of opportunity for all its pupils.
- Efforts to develop the school's curriculum have resulted in a significant rise in enriching learning opportunities in recent months. Pupils speak with enthusiasm about train journeys to the museum in Carlisle and to the Eureka Museum in Halifax. The school meets its obligations to follow the national curriculum and is in the process of developing a clear vision for its future curriculum.
- Funds allocated to develop physical education (PE) and sport are spent wisely. Regular sessions delivered by local specialist staff have led to greater participation in a variety of sports, including basketball and handball. Pupils report these lessons as being fun and energetic.
- The school is careful to allocate the pupil premium funding so that any gap between those eligible and other pupils in the school does not widen. It has sensibly prioritised the need for extra support staff and this has led to benefits to the quality of teaching.
- The way the school promotes the spiritual, moral, social and cultural development of its pupils is exemplary. Relationships throughout the school are respectful and trusting. Pupils say they feel like one big family and parents agree.
- Extra-curricular and enrichment activities assist greatly in providing additional depth to the curriculum. School council meetings involve all pupils and are run almost entirely by them, with staff only there to provide guidance. In these meetings, pupils respect each other's decisions, views and opinions. These opportunities are indicative of the school's commitment to ensuring pupils are ready for life in modern Britain.
- Support given by the local authority has been highly effective and the reflective staff have welcomed all support. The advice and guidance have led to improvements in teaching and learning.
- Leaders have attempted to develop the external environment to meet the needs of pupils. While the new conservatory now provides an ideal place for mealtimes and whole-school worship, the outdoor spaces have yet to be fully developed to assist the delivery of the curriculum.
- **The governance of the school**
  - Governors have responded to the external review that followed the last inspection with great energy. They have reviewed structures and procedures, and this has led to a much greater focus on standards. They refer now to 'asking the right questions'. They engage well with staff, pupils and parents.
  - The chair of governors has established a regular link with the governing body at the collaboration partner school and is committed to building capacity across the partnership. A shared vision is being

developed between the two schools, focused on outcomes for pupils. Staff and pupils are fully behind this development.

- Governors ensure that arrangements for the effective appraisal of staff are in place, and are diligent in planning the use of pupil premium and sports funding. They attend a wide range of courses to update and develop their skills.
- The arrangements for safeguarding are effective. Governors ensure the school site is safe and secure, and the chair of governors, in her role of designated safeguarding officer, has been proactive in ensuring all safeguarding training updates have been attended.

## Quality of teaching, learning and assessment is good

- Teaching is good because staff know the pupils well and adjust activities carefully to meet individual needs. Lessons are busy, purposeful and lively. The atmosphere in classrooms is very conducive to learning.
- Since the last inspection, teachers have responded in a positive way to increased opportunities for professional development. For example, systems for setting individual targets, marking pupils' work and giving feedback have all developed well and help improve learning. One pupil was able to articulate astutely how her target for improving her times table knowledge had assisted her maths progress. This is typical of the degree to which pupils are aware of what they need to do better.
- Teachers are quick to alter teaching and activities for pupils if they require extra support or challenge. The use of 'fix-it' time in lessons assists in creating a purposeful dialogue between teacher and pupil. After discussing his work with the inspector, one pupil was itching to get back to his writing to 'fix a couple of things'. This is typical of the culture of self-improvement among both staff and pupils.
- The school monitors and tracks pupil progress carefully and has been sensible in developing an assessment system within a larger network of schools. Opportunities to check judgements on pupil attainment have been developed with other professionals, and staff work well together as a team to ensure curriculum targets are appropriate. On occasions, though, expectations of what pupils could achieve underestimate what is possible.
- The use of questioning is good, with teachers and teaching assistants showing skill and judgement in allowing pupils to challenge their own and each other's thinking. Communication skills are a particular strength, exemplified when pupils were asked to get into groups and 'freeze-frame' a dramatic scene from a book about Shackleton's journey to the Antarctic. Here, they established roles quickly and related the emotional language from the story to their actions.
- The teaching of phonics (letters and the sounds they make) is also good. All staff are well trained and resources are of a good quality. Staff model early reading well and provide children with many opportunities to read, linking well with the support provided by parents.
- Reading, writing and mathematics are taught well. There are frequent opportunities for pupils in English lessons to write at length and consequently progress is rapid for many pupils. However, fewer opportunities are provided for developing these key skills across other areas of the curriculum.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Parents are very confident in the individualised support they receive. Testimonies from pupils recount how they were made to feel extremely welcome when they joined the school and immediately made to feel part of a family.
- School staff go out of their way to support children with whatever welfare need becomes apparent. Parents speak very highly of how they have been supported in a personalised way to secure the very best for their children.
- Attempts to make children aware of their own safety have been successful. Children from different age groups speak confidently about staying safe online and about the dangers of sharing personal information. Projects have been organised with the partner school to educate the children about safety on the road or when they are out on bicycles.
- Staff are very good role models, displaying a respect for each other which transfers to the pupils' interactions in and around school. The manner in which pupils listened to each other's opinions during a

school council session is typical of the way they tolerate views that may be different from theirs. During the meeting, they discussed how they might raise money in support of the schooling of children in Africa, reflective of the way the school promotes interaction with other cultures and beliefs.

- Children care for each other very well. On several occasions during the inspection, it was noticed how pupils of different ages included each other in classroom activities, games on the playground or whole-school occasions, such as the school council meeting. In doing so, they show an impressive level of emotional maturity.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons is exemplary. Sustained listening and concentration are typical of what to expect in classrooms and this includes listening carefully to each other. Pupils work outstandingly well in groups even when faced with unexpected problems, as, for example, when the wind outside blew over their carefully organised order of geographical definitions. When discussing learning with staff, they are respectful and very polite, and this is replicated with visitors and external coaches.
- Pupils care for their school, assisting with fundraising efforts and taking on other responsibilities. They send out their own newsletter to parents, have defined their own mission statement and help to manage improvement projects. The pride they show in their school can be seen in the very high standards of presentation in books and in the quality displays throughout the school.
- Parents are very satisfied with standards of behaviour and, like the pupils, do not report any bullying. Attendance at school is high, and even when there have been problems with punctuality, school and parents work well as a team to solve the problem.

## **Outcomes for pupils**

**are good**

- Evidence from pupils' books, and from the school's own assessments this year, shows that pupils are making good progress in reading, writing and mathematics.
- As numbers are especially low for all pupil cohorts, great care is to be taken when making national comparisons using published information. Analysis of the work of any pupils who had not achieved the national standards last year showed that they were making good progress this year from their starting points.
- A very high proportion of pupils are receiving support due to having special educational needs or disability. The school skilfully weaves this support into the school day and, as a result, this group of pupils is making good progress. The inclusive nature of the school has also allowed these pupils to make excellent progress with self-esteem, confidence and qualities of perseverance. Parents are very grateful for the support that has been provided.
- Standards of speaking and listening are very high throughout the school. Pupils are able to sustain focus and attention for long periods, even the youngest children. In reading, pupils show great perseverance in using strategies to read unfamiliar words. Such learning characteristics stand them in good stead for the next stage of their education.
- Pupils make good progress in reading. The variety of books available, supported by the home and initiatives such as the mobile library, leads to children's advanced vocabulary and good comprehension skills.
- The outcomes for those pupils eligible for the pupil premium are good because these pupils are making good progress. The range of support provided by the school has proved very effective.
- The presentation of work is good throughout the school. Handwriting is consistent and legible with a school style apparent. Grammar, spelling and punctuation are mostly good.
- Provision for those pupils who are the most able is generally good, but expectations are not always high enough. For example, in mathematics, pupils are given tasks which are, on occasions, not challenging enough and do not build on previous knowledge.

## Early years provision

is good

- Before starting Reception, children have the opportunity to spend time in the 'Jo-Jingles' weekly sessions run by the school. In addition, children visit the new classroom each week as part of the induction process. As a result, staff know the children very well when they begin the Reception Year. Their attainment on entry is broadly typical for their age, though this fluctuates each year with such small cohorts.
- Parents are very pleased with the arrangements for transition to the school. They describe hardly noticing the change because the partnership is so well-formed before the children begin. Home-school booklets which are begun the term prior to the child starting school help parents to see the progress, and at the same time the staff visit other pre-school provision to secure a greater understanding of the children's progress.
- Staff are vigilant in ensuring the safety of children. The level of supervision is very high and staff are successful in encouraging the children to make their own choices and develop independence. Pupils were seen more than once busily moving from one activity to another, washing hands and changing footwear without being prompted. The environment inside and outside is safe and well resourced.
- The teaching in early years is good. Early reading is especially effective, with links to the home promoted well. Staff have an accurate system for ensuring children are accessing the correct level of book, and children are heard to read regularly and by a variety of staff. The children are inquisitive learners, as shown, for example, when making bird feeders outside. Here they demonstrated how they share, take turns and use a good range of vocabulary to describe what they are doing.
- Assessment procedures are detailed and accurate. They assist staff in developing a knowledge of what the children need to do next. In some areas of learning, staff are not ambitious enough for children, for example in mathematics, where they could be moved on at a quicker pace.
- The leadership of the early years is good. There is an effortless ease with which the children are integrated into the classroom with the key stage 1 pupils. Additional adults are deployed skilfully. Staff work very well as a team and have created a stimulating learning environment both inside and outside, though the outdoor environment is yet to be fully exploited as part of the children's free-flow activities.
- Behaviour is consistently good and relationships are of a high standard. Children are well prepared for the next stage of their education.

## School details

<b>Unique reference number</b>	119545
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10002246

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	25
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Sutcliffe
<b>Headteacher</b>	Ian Cookson
<b>Telephone number</b>	01995 603006
<b>Website</b>	<a href="http://www.winmarleigh.lancs.sch.uk">www.winmarleigh.lancs.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@winmarleigh.lancs.sch.uk">head@winmarleigh.lancs.sch.uk</a>
<b>Date of previous inspection</b>	21 November 2013

## Information about this school

- The school is much smaller than the average primary school.
- The proportion of pupils who have special educational needs or disability is much higher than average.
- The proportion of pupils for whom the pupil premium (additional government funding awarded to schools for looked after children and those known to be eligible for free school meals) provides support is much lower than average.
- The proportion of pupils who are from an ethnic background other than White British is lower than national averages. There are no pupils who speak English as an additional language.
- The school meets the government's floor targets, which set the minimum expectations for pupils' progress and attainment by the end of Year 6.
- The school is part of a collaborative partnership with another small primary school. The headteacher is the headteacher of both schools. The partnership aims to give pupils and staff joint learning opportunities to improve standards at both schools.

## Information about this inspection

- The inspector observed learning in parts of seven lessons, the headteacher joining him for one of them.
- The inspector looked at the work in books of pupils currently at the school and some work from the previous year. He also looked at the school's own records of progress.
- Pupils in Reception, Year 1 and Year 2 read to the inspector and pupils in Years 3 and 6 talked about their reading and curriculum.
- Over lunch on both days, the inspector met groups of children to gain their views about the school. He also met seven members of the governing body and two representatives of the local authority. He held meetings with the headteacher and other staff.
- Parents gave their views to the inspector both on the playground and in individual meetings. He also took into account the comments of seven parents who responded to Ofsted's online questionnaire (Parent View).
- The inspector took account of five staff questionnaires.

## Inspection team

Jeremy Barnes, lead inspector

Ofsted Inspector



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