

Winterton Junior School

West Street, Winterton, Scunthorpe, Lincolnshire DN15 9QG

Inspection dates	24–25 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Achievement is rising in all subjects. Pupils currently in the school, including disadvantaged pupils and those who have special educational needs, make good progress.
- Teaching is good and has improved significantly as a result of high-quality support, challenge and training. The teaching of reading is particularly strong.
- Pupils behave sensibly in the playground and apply themselves well to their work in class. They say bullying is not an issue in the school.
- Leaders and managers at all levels have successfully raised achievement. The pace of improvement has been particularly swift in reading and writing. Morale is high among staff.
- Governors have set the bar high. They have a good understanding of the school's strengths and areas for development. They provide a good mix of support and challenge to school leaders.

It is not yet an outstanding school because

- Achievement in mathematics is not as good as in reading and writing.
- Although they make good progress, systems to effectively support pupils who have special educational needs are not rigorous enough.

Full report

What does the school need to do to improve further?

- Raise achievement further in mathematics by ensuring that:
 - there are good opportunities for pupils to solve problems using their mathematics skills
 - the work pupils do is of sufficient difficulty to challenge them fully.
- Strengthen the systems to support pupils who have special educational needs, thereby improving their achievement further, by:
 - improving how parents' views are sought and how they are kept informed of their children's progress
 - increasing the rigour with which targets are set and pupils' progress is measured.

Inspection judgements

Effectiveness of leadership and management is good

- Since the last inspection, the headteacher has been successful in improving teaching and raising achievement. Morale among staff is high as is the support from parents, most of whom would recommend the school to others.
- Middle leadership is strong. Over time, middle leaders have had a good impact on raising achievement and improving the quality of teaching. This has had most effect on reading and writing. In mathematics, as a result of strengthened leadership, there are clear improvements in how pupils carry out calculations. Plans are now afoot to improve how pupils solve problems mathematically.
- The good curriculum is varied and engaging for pupils. They have the opportunity to learn musical instruments. They frequently go on school trips related to the topics they study in class. The curriculum in reading has been overhauled so that the books pupils are reading are interesting and challenging.
- British values are promoted well in the curriculum. For example, pupils recently learned about democracy through a writing task based on the forthcoming European Union referendum. A recent trip to visit the Houses of Parliament helped pupils to understand the workings of modern government.
- The school sports funding is enabling staff to improve their skills so they can continue the work of professional coaches when the funding ceases. Many pupils take part in sporting activities and many have taken up new sports, such as dodgeball, which has a high profile in the school.
- The school has worked hard to improve outcomes for disadvantaged pupils through some creative use of the government's additional funding (pupil premium). Through the school's 'poverty proofing' initiative, all aspects of the curriculum are analysed by school leaders to ensure that the inability to afford equipment, clothing and resources are never a barrier to learning. This means equal opportunities are promoted well.
- The systems to support pupils who have special educational needs or disability are improving. However, there are weaknesses in how parents are kept informed of the support their children are receiving and how they are progressing. Moreover, there is a lack of rigour in how these pupils are set challenging targets and how their progress is measured.
- The local authority has supported the school appropriately on its journey of improvement. As a result, governance has improved and teachers have been able to gain expertise from other schools.
- **The governance of the school**
 - Governors provide high-quality challenge and support to school leaders. Governors have high expectations of the school and demand high standards.
 - Governors are well aware of the school's areas for development and how they are improving. Each member of the governing body has oversight of an element of the school development plan.
 - Governors have a good understanding of how well pupils currently in the school are achieving. This gives governors the tools with which to challenge school leaders throughout the year.
 - Governors have good local knowledge and support the school well to be a key part of the local community in Winterton.
 - Governors keep a close watch on how well school leaders manage teachers' performance to ensure that teachers' pay is closely linked to the quality of teaching.
- The arrangements for safeguarding are effective. Appropriate checks are made on adults who either volunteer or are employed in the school. The site is safe and secure. Staff are trained and updated regularly so they are able to identify and report any concerns promptly. The governing body, alongside staff, have attended training on such topics as combatting extremism.

Quality of teaching, learning and assessment is good

- The teaching of reading is strong. Teachers listen to each and every pupil reading aloud every day in small groups. Teachers ask searching questions, ensuring that pupils develop a good understanding of what they have read and many develop a love of literature.
- The teaching of writing is high quality. Much time in lessons is devoted to improving work and this has a good impact on their progress. The most able are challenged well, for example by expecting them to justify their thinking precisely, using appropriate technical vocabulary in their explanations.

- Teachers give good-quality feedback to pupils in line with the school's marking policy. 'Cold' tasks are given; teachers then give comments to pupils on how they could improve their work. The 'hot' task that follows enables pupils to make improvements. Over time, this develops pupils' skills well, including those of spelling, punctuation and grammar.
- Assessment information helps teachers plan their teaching well, particularly in reading and writing where the work is neither too difficult nor too easy for pupils. In mathematics, such sharp use of assessment information is still inconsistent. This means that the work is too easy for some pupils.
- Teaching assistants support pupils well. They ask searching questions so that pupils have to answer in full sentences, which in turn develops their vocabulary well.
- The quality of teaching in mathematics has improved because teachers have made sure that they have good subject knowledge. However, there are missed opportunities for pupils to use their mathematics skills to solve problems.
- Science is taught weekly. Pupils' books show that a range of chemistry, physics and biology topics are studied in each year which increase in complexity as they progress through the school. A particular strength in the science work seen by inspectors is that there are ample opportunities for pupils to use and apply their literacy skills. For example, pupils had recently written a long piece of work on Alexander Fleming's discovery of penicillin.
- Similarly, French is taught regularly. Pupils learn the essentials of French grammar and vocabulary, with a particular emphasis on developing their speaking skills.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say bullying is very rare. If it does happen, they say there is always a caring adult to turn to. Of those who responded to Ofsted's online questionnaire (Parent View), few parents expressed a concern about bullying. No parents seen during the inspection had any worries about bullying.
- Pupils have a good understanding of how to stay safe online and when using mobile phones. They spoke to inspectors about how to use social networking safely and the importance of not sharing photographs online with strangers.
- Pupils develop their self-confidence well. Their views are regularly sought by staff through the active student council. Many take part in sporting and arts activities provided by the school, including tuition in musical instruments and taking part in public performances in the choir. Participation in these activities develops pupils' spiritual, moral, social and cultural awareness well.

Behaviour

- The behaviour of pupils is good.
- In lessons, pupils behave well and concentrate hard. Only on the rare occasions when the work does not fully engage them do their minds wander. Most pupils present their work neatly and legibly.
- Around the school, pupils behave well. They wear their uniform proudly and show good respect for adults. Pupils have good manners in the dinner hall – tidying up after themselves and showing good table manners.
- Attendance is above the national average for all groups, including the disadvantaged. Few pupils are late for school.

Outcomes for pupils are good

- Pupils currently in Year 6 have well-developed skills in reading, writing and mathematics. They have a good vocabulary, present their work neatly and their understanding of science, history and geography are good. This enables them to be well prepared for the demands of secondary school.
- In 2015, pupils left Year 6 with standards in reading and writing that were above average. In mathematics, standards were broadly average. The progress they had made during their time at the school was good in writing, with the most able making outstanding progress. In reading and mathematics there were pockets of underachievement.

- Inspection evidence indicates that pupils currently in the school are making rapid progress in reading as a result of the improvements to the way it is taught. In mathematics, pupils are now making good progress, but compared to reading, the pace of improvement is slower. Pupils continue to make rapid progress in writing.
- Disadvantaged pupils make good progress because the tracking system accurately flags up which pupils are at risk of falling behind so that staff can take prompt action. Consequently, the gaps in progress between disadvantaged pupils and that of others nationally are narrowing.
- The most able make good progress, with a good proportion exceeding expected progress in all subjects. During the inspection, the most able in Year 6 were making good progress improving some writing work they had done a year ago so they could apply their newly learned language skills to their old work.
- There is now a distinct buzz about reading in the school. Pupils often read for pleasure. They talk about their deep enjoyment of 'reading real books', which are carefully chosen so they motivate and challenge pupils. All pupils, including the most able, read books which develop their vocabulary and fire their enthusiasm to read further at home.
- The progress of pupils who have special educational needs or disability is generally good, although their progress varies between year groups. This is because the school is at the very early stages of organising catch-up sessions and the menu of interventions which are designed to boost their progress.

School details

Unique reference number	117787
Local authority	North Lincolnshire
Inspection number	10012048

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Catherine Kemp
Headteacher	Catherine Logan
Telephone number	01724 732223
Website	www.wintertonjuniorschool.com
Email address	head.wintertonjuniors@northlincs.gov.uk
Date of previous inspection	3–4 June 2014

Information about this school

- This school is smaller than the average-sized primary school and serves the village of Winterton, to the north of Scunthorpe.
- The proportion of pupils supported through the pupil premium (additional funding provided by the government to support pupils eligible for free school meals and those looked after by the local authority) is above average.
- The proportion of pupils who have special educational needs or disability is low compared to other schools around the country.
- Most pupils are of White British heritage and so the proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school's website does not currently meet statutory requirements in relation to the information it provides for parents on the curriculum.

Information about this inspection

- Inspectors observed teaching throughout the school. They scrutinised pupils' books and listened to pupils read. A number of these activities were carried out alongside senior leaders.
- Inspectors talked with pupils both in meetings and around the school at lunchtimes and playtimes. They also held discussions with senior and middle leaders. The lead inspector met with the school improvement partner from the local authority and with several members of the governing body.
- Various documents were scrutinised by the inspection team, including the school's checks on the quality of teaching, development planning, school policies and child protection records. Prior to the inspection, the lead inspector looked at information on the school's website.
- Inspectors considered the 15 responses to the online parent questionnaire (Parent View). Additionally, various parents were met by an inspector informally at the start of the school day.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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