

Inspection of a good school: Winnersh Primary School

Greenwood Grove, Winnersh, Wokingham, Berkshire RG41 5LH

Inspection dates:

21–22 January 2020

Outcome

Winnersh Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming, friendly school. Pupils are very positive about their school experience. They feel safe and are happy. Parents and carers are overwhelmingly positive about their children's education. Leaders have high expectations of pupils and encourage them to live out the 'core values' of the school: 'kindness, care and respect'.

Pupils behave well because they want to learn. Pupils say that they are kept safe and that bullying is rare. They are confident that staff will sort out any problems or worries that they have. Adults help pupils who need extra support with their work, emotions or behaviour, in a sensitive manner.

Pupils enjoy lessons because they are fun and accessible for all. By the time pupils leave Year 6, their achievements in reading, writing and mathematics are above national averages. Disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND) achieve well.

Pupils enjoy the wide range of clubs and sports that are available to them. Pupils relish the many additional responsibilities they are given. These include house captains, 'young interpreters', 'eco-leaders' and 'playground pals'. Memorable visits and visitors make a significant contribution to pupils' personal development.

What does the school do well and what does it need to do better?

Leaders have high aspirations for pupils. They ensure that all pupils access the full primary curriculum. Leaders understand the importance of reading, writing and mathematics for pupils' success in later life. Teachers' subject knowledge is strong. Most learning tasks are planned carefully for pupils.

Pupils love to read. Children make a positive start with their reading in Reception. Staff are trained appropriately to teach the school's chosen phonics programme. Pupils read books that match their phonics knowledge. Pupils who need help beyond Year 1 are

supported effectively. Pupils with SEND, and those who may fall behind, take part in extra reading sessions, for example, which help them to catch up. Pupils love to listen to the stories that their teachers read to them daily.

Mathematics is taught well throughout the school. The curriculum is well designed so that pupils develop their understanding, and a good range of mathematical skills, coherently. Pupils can calculate effectively, they know their times tables and do mental mathematics efficiently. In the early years, children learn to count and do simple calculations such as adding 1 or 2 more. They play helpful games involving numbers and shapes. As pupils move through the school, they learn how to solve more complex calculations and problems using the skills they have previously learned.

Pupils enjoy learning in many subjects, including science. Teachers build well on pupils' previous science learning. Teachers' subject knowledge is secure. Pupils remember important vocabulary and scientific concepts as they move through school. For example, pupils in Year 1 pupils have learned which materials are waterproof, and use them to help their boats to float. In Year 5 pupils develop a more complex understanding still of materials' properties. For example, they can explain which materials keep a cup of tea warmer for longer.

The curriculum has been carefully planned out in some subjects such as science and art. However, teachers have only recently started to implement lessons using the new plans. Leaders are aware that the learning in some of the other subjects is less well developed. Plans in these subjects are not yet sequenced carefully enough to enable pupils reliably to know more and remember more. However, it is clear that leaders' work in this area is well underway.

Pupils with SEND receive effective support. This enables them to access the same curriculum and opportunities as other pupils. Teachers and teaching assistants know how much support to give pupils. They help pupils who have SEND to become confident learners.

Pupils' behaviour is excellent. Pupils are eager to learn. They have positive attitudes to all areas of school life. As a result, lessons progress without disruption.

Pupils get lots of opportunities to develop their independence and confidence. These include involvement in school plays and assemblies, raising money for charity and taking on additional responsibilities. Exciting experiences like the curriculum 'big bang' days promote pupils' interests in sport, art, music and the world they live in.

Leaders think carefully about staff well-being and workload. Staff say that leaders support them well in their work and listen to their views.

The governing body knows the school well. Governors are aware of the school's strengths and what needs further development, particularly in subjects beyond English and mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority in the school. All staff are aware of what they need to do if they have any concerns. Staff get up-to-date information and good-quality training. They talk knowledgeably about child protection and the actions they take to keep pupils safe.

Thorough checks are carried out before new staff take up a position at the school. Records are well maintained and detailed. This minimises the risks to pupils and staff.

Pupils' attendance overall is above national averages. Pupils are confident that staff look after them well. Almost all parents agree that their children are safe and well looked after.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Planning and programmes of work in some foundation subjects lack detail. The most important knowledge and content that pupils need to know and remember is not made as clear as it needs to be. Leaders should ensure that curriculum plans are fully developed and implemented effectively, so that pupils make coherent progress in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Winnersh Primary School to be good on 24–25 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109876
Local authority	Wokingham
Inspection number	10122273
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair of governing body	Karen Rex
Headteacher	Helen Powell
Website	www.winnershprimaryschool.co.uk
Date of previous inspection	24–25 May 2016

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils with SEND is below average.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who speak English as an additional language is similar to the national average.

Information about this inspection

- I met with the headteacher, senior and subject leaders, governors, including the chair of the governing body, the special educational needs coordinator, staff and pupils. I also spoke to a representative from the local authority on the phone.
- I spoke with several parents at the beginning of the first day of the inspection and took the views of 137 parents who responded to Ofsted's survey into account. I also considered the views of 134 parents who sent messages via free-text.

- The views of 27 members of staff and 69 pupils who responded to Ofsted’s surveys were also considered. I observed pupils’ behaviour and interactions at various times during the school day.
- I looked at a range of school documentation, including documents about safeguarding, school development and the school’s self-evaluation. I also looked at the school’s policies on the website.
- I did deep dives in these subjects: reading, mathematics and science. I met with subject leaders, visited lessons, heard pupils reading, looked at pupils’ work and spoke with senior leaders, teachers and pupils about each subject. I also met with the subject leaders for art and religious education and looked at planning for these subjects.

Inspection team

Mo Galway, lead inspector

Ofsted Inspector

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