

# Inspection of Wincanton Primary School

Station Road, Wincanton BA9 9EL

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Inspection dates: 11–12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy at Wincanton Primary School. They say that teachers are supportive, kind and caring. Pupils have positive attitudes towards their learning. They are encouraged to be resilient and say that friendship is a real strength of their school.

Leaders are aspirational for all of their pupils. Their vision is for the school to be at the heart of the community and they achieve this well. Leaders are committed to developing a love of learning within and beyond the classroom. Pupils benefit from the links the school has to local businesses and groups. Because of this, pupils develop an understanding of the wider world and how to become responsible citizens.

Pupils study a range of subjects and enjoy many opportunities to enrich their learning. Teachers make good use of 'learning hooks' to inspire pupils and bring learning to life. For example, Year 3 pupils spoke enthusiastically about listening to a 'whale song' and a visit to a sea-life centre.

Pupils feel safe. They know that the adults in school care about them and that there is always someone to talk to if they are worried. Pupils say that sometimes bullying does happen but, when it does, it is dealt with quickly and stops.

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

Leaders and governors have a good understanding of the school's strengths and weaknesses. They are dedicated to creating an exciting curriculum that inspires pupils to learn. Leaders ensure that the curriculum is well planned in most subjects. These include mathematics, writing and science. As a result, pupils learn about new things in a logical order, which helps them to know and remember more. However, in a few subjects, such as history, music and modern foreign languages, pupils' learning does not build on what they already know. Subject leaders, some of whom are new to their role, have not yet ensured that the curriculum in these subjects is demanding enough.

Teachers make good use of their subject knowledge, particularly in mathematics. Lessons are well planned and ensure that pupils can apply their previous learning. Pupils develop their reasoning and problem-solving skills because the curriculum is appropriately challenging. However, this is not consistent across the school. For example, in history, teachers do not use assessment information about pupils to plan effectively. Pupils struggle to remember historical facts and build on the things they can already do. This limits what they can achieve.

Reading is a priority in the school. Leaders ensure that there is a wide variety of books for pupils to read. Pupils love reading. They talk about the books they read with enthusiasm and particularly enjoy listening to their teachers read to them. Pupils know that reading is important and respond positively to awards, such as the

'million-word challenge'. Leaders ensure that phonics is taught well. They quickly identify pupils who fall behind and provide extra support to enable them to catch up and become confident readers.

Children in the early years settle well. This is because the adults work closely with families before they start school. Children have positive attitudes to learning and are well behaved. Adults know the children well and are caring and supportive. Children are happy and safe. They are curious about their learning and remain focused for sustained periods of time. Children use their phonics knowledge in their writing, which they enjoy sharing and celebrating. However, teachers do not always use the information they have about the children precisely enough. This means that the activities planned for the children are not as ambitious as they could be. Children's progress is slowed because of this.

The curriculum caters effectively for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that pupils with SEND participate fully in all areas of school life. Adults understand pupils' needs. They provide good emotional and academic support.

Pupils' behaviour in lessons and in the playground is positive. Most pupils concentrate well and listen carefully to their teachers and peers. Pupils are polite, kind and respectful.

Pupils are adamant that everyone is welcome. They celebrate the fact that everyone is different. Pupils enjoy the many extra-curricular clubs on offer, including archery, Lego and football. Pupils have a good understanding of British values. Pupils take part in debates through the 'Children's Parliament'. They also learn about world faiths and cultures. This is enhanced by the links that are made with other schools, for example a school in Zambia.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of keeping children safe. They understand issues in the local area and use and share this information effectively. Leaders provide the support that pupils and their families need. As a result, pupils know how to stay safe at school, at home and in the local community.

All staff receive regular training and safeguarding updates. They know what signs to look for if they have any concerns about a pupil and they take appropriate action. The support for vulnerable pupils is strong. Parents, carers and staff agree that the school is a safe place.

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

### (Information for the school and appropriate authority)

- The school's curriculum is not yet planned coherently in every subject, for example history, modern foreign languages and music. It is clear from the actions that leaders have already taken to plan and train staff in how to deliver the curriculum that they are in the process of bringing this about. For this reason, the transition arrangement has been applied. Leaders need to ensure that they implement their curriculum plans so that pupils know and remember more in every subject of the national curriculum.
- Leaders in some subjects have not had the opportunity to fully develop their role. Consequently, they do not have an accurate understanding of how their subject should be planned, sequenced and taught. Senior leaders must continue to support subject leaders to devise and implement a demanding curriculum so that pupils achieve well.
- Teachers do not always make the best use of the assessment information they have about their pupils. As a result, pupils have gaps in their knowledge and understanding and do not build on what they already know. Teachers need to consistently check what pupils know, can do and understand when planning work, and address where pupils have gaps in their learning.

## 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

<b>Unique reference number</b>	123667
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10122335
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Gane
<b>Headteacher</b>	Graeme Wilson
<b>Website</b>	<a href="http://www.wincantonprimaryschool.co.uk">www.wincantonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	10–11 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is larger than the average-sized primary school.
- The school site has undergone significant building changes since the last inspection.
- The proportion of pupils eligible for free school meals is below the national average.
- The proportion of pupils with SEND is slightly above the national average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the deputy headteacher, the early years leader, the key stage 1 team leader, the key stage 2 team leader and the leader with responsibility for pupils with SEND.
- I held a meeting with governors, including the chair of the governing body.

- We examined a range of documentation provided by the school, including the school's self-evaluation document, the school's improvement plan and documentation relating to behaviour, attendance and safeguarding.
- I spoke on the telephone with an education adviser and primary adviser from the local authority.
- We observed pupils' behaviour at various times during the day, including in lessons and at playtimes.
- We spoke with parents at the start of the day to seek their views and considered the 85 responses to Ofsted's Parent View questionnaire. The 18 responses to the staff questionnaire were also considered.
- We did deep dives in reading, mathematics, science and music. We met with curriculum leaders, visited lessons, met with teachers, spoke to pupils and considered pupils' work in these subjects.

### **Inspection team**

Wendy D'Arcy, lead inspector	Ofsted Inspector
Hester Millsop	Ofsted Inspector
Teresa Hill	Ofsted Inspector

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