

Inspection of Winkleigh Primary School

Farmer Frank's Lane, Winkleigh, Devon EX19 8JQ

Inspection dates: 5 and 6 May 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to attend their school. They are keen to take on roles of responsibility such as school councillors and librarians. Pupils value the breadth of wider opportunities, including educational visits, that are on offer to them. The many after-school clubs, such as cooking and rounders, help to develop pupils' talents and interests.

Leaders and staff are ambitious for all pupils. The school's curriculum inspires and challenges them. It prepares them well for the next stage of their education. Pupils are enthusiastic about their learning.

Pupils are well behaved. They listen carefully to each other and their teachers. Pupils play together well during breaktimes. They understand the difference between bullying and falling out with their friends. Pupils say that staff 'help you if you are stuck' with a worry or problem. Pupils feel safe.

Each year, leaders carefully plan how they will promote pupils' personal development. Pupils know how to be physically and mentally healthy. They enjoy taking part in the daily mile. Through whole-school projects, pupils are taught how to be responsible and respectful citizens. Pupils strongly believe that everyone should be treated the same.

Parents say their children are 'happy and love going to school'.

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

Leaders and staff have crafted a clearly sequenced and coherent curriculum. They have thought carefully about the needs of their school community. They have identified the essential knowledge and skills pupils must know and remember from early years to Year 6. Leaders have broken down this essential knowledge into small, manageable steps. This helps pupils to build secure knowledge over time. For example, in physical education (PE), Year 6 pupils understand the movements needed to run and jump over hurdles. They use this knowledge to teach younger children to prepare for sports day successfully.

Teachers regularly check what pupils remember of their prior learning. Some individual pupils have missed learning key concepts due to COVID-19 absence. These pupils have gaps in their subject knowledge. Where teachers use this assessment information effectively, pupils are supported to close gaps in their knowledge well. For example, leaders recognise that many Year 1 pupils have gaps in their phonics knowledge. Extra sessions are helping these pupils to catch up quickly. However, in some subjects, teachers sometimes move on to the next learning activity before ensuring every pupil has retained the essential knowledge set out in their curriculum. This leads to pupils having insufficient subject knowledge to help them build future knowledge, skills and vocabulary securely.

The teaching of phonics is effective. Teachers and teaching assistants have a secure knowledge of phonics. As pupils increase their phonics knowledge, the books they read match the letters and sounds they know. This helps pupils to develop their reading speed and accuracy well. Staff nurture children's love of reading from the start. The youngest children are introduced to stories and rhymes. Staff regularly read carefully chosen, high-quality texts to pupils.

Leaders for pupils with special educational needs and/or disabilities (SEND) work with a wide range of external services to support them well. There are clear and established systems in place to identify pupils' additional needs. Appropriate support is put in place swiftly. Targets are reviewed frequently to ensure pupils continue to receive effective and timely support. Leaders continue to work with staff to ensure accurate targets are created with parents and pupils successfully.

The school has a calm and orderly environment. There are clear routines and expectations for pupils' behaviour. These begin in the Nursery, where children are shown how to share, take turns and get along with others. They quickly gain the skills needed to work together and make friends.

Some pupils need additional help to manage their emotions and feelings. Support plans are in place for pupils who require this extra help. Staff receive appropriate training to help pupils discuss their emotions and reflect on their behaviour. For example, if friends have difficulties during breaktimes, teaching assistants are on hand to talk through the difficulty and reach an agreed resolution.

The well-being of pupils, parents and staff has a high profile at the school. Leaders support staff to manage their workload. Staff appreciate leaders' consideration and help. Leaders work well with parents and carers to overcome any issues preventing pupils from attending school. Pupils attend school regularly.

Governors have a secure understanding of the school's strengths and areas for improvement. They provide challenge and support for leaders to help bring about positive school improvements.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate checks are carried out before staff and volunteers begin working at the school. Leaders, including governors, regularly check that safeguarding records are up to date.

Staff receive regular safeguarding updates and training. They report their concerns for a child's welfare appropriately. Leaders follow up on concerns with external services swiftly. Staff are confident that leaders follow up on their concerns as actions are shared. Leaders are tenacious in their pursuit to secure appropriate support for children and their families.

Pupils say they feel safe. They are taught how to keep themselves safe online. For example, pupils know they should not share personal information or chat with strangers online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not use assessment information to close gaps in pupils' knowledge sufficiently well. This means they cannot build on pupils' prior knowledge. Leaders need to support teachers to adapt the curriculum effectively to ensure pupils know and remember the curriculum's key concepts.

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 information from Ofsted Parent View 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	113174
Local authority	Devon
Inspection number	10228010
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Robin Harper
Headteacher	Victoria Fenemore (Executive Headteacher)
Website	www.winkleigh.devon.sch.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- Winkleigh Primary School and Kings Nympton Primary School formed the Woodland Federation in January 2019.
- The executive headteacher and deputy headteacher lead across both schools.
- The school does not use alternative providers

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the deputy headteacher, staff, pupils and governors, including the chair of the governing board and a representative from Devon local authority.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to the online survey, Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

Her Majesty's Inspector

Chris Gould

Ofsted Inspector

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