

Inspection of an outstanding school: Winteringham Primary School

School Road, Winteringham, Scunthorpe, Lincolnshire DN15 9NL

Inspection date: 19 July 2022

Outcome

Winteringham Primary School continues to be an outstanding school.

What is it like to attend this school

Winteringham is a welcoming school where pupils love to learn. Inspectors agree with pupils who describe the school as 'amazing'. Leaders offer pupils an extensive range of opportunities to develop their interests and abilities. Pupils value 'fun Friday', where they experience activities such as eco club, cooking and drama. These allow pupils to learn new skills and strengthen existing talents.

Leaders are highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Staff make sure pupils benefit from a high-quality curriculum. Pupils work hard in lessons. They enjoy reading fiction and non-fiction books linked to the curriculum.

There are many opportunities for pupils to be leaders. For example, they can be a music, sport or friendship ambassador. Pupils support each other. Behaviour in and around the school is exceptional. Pupils are courteous and friendly and have very high expectations of each other's behaviour. They feel safe and know that adults will help them if they have worries. Bullying is very rare. If it does happen, staff are quick to resolve any issues.

Activities before and after school allow pupils to develop their communication and social skills. These include morning badminton club, visits to Conisbrough Castle and the annual residential trip. These activities link to curriculum areas. When pupils do well at a sport, staff support and encourage them to join local sports clubs, where they can pursue their interests further.

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

Leaders have designed a curriculum that allows pupils to build an impressive array of knowledge over time. Plans in each subject are carefully arranged so that pupils revisit knowledge regularly. Pupils develop deep knowledge across all subjects and year groups. Staff have a shared belief that everyone can succeed. Pupils study a broad range of subjects. Staff link knowledge effectively from one subject area to another. For example,

pupils can explain why evacuees were moved to the countryside during the Second World War. Staff enable pupils to make insightful links between the risks faced in busy cities and the relocation of children to less densely populated areas.

Teachers have well-developed subject knowledge. High-quality training ensures that teachers deliver the intended curriculum. In lessons, teachers check that pupils remember previous learning before building on this. Teachers have the ability and confidence to adjust lesson content to meet the needs of their pupils. For example, in French, teachers adjust time to ensure that vocabulary and grammar are suitably reinforced. Pupils with SEND successfully work towards the same ambitious goals as their peers. This is because staff meet pupils' needs very well and give them excellent support.

As soon as children join school in the early years, teachers help them to build routines, communicate effectively and focus on their learning. Curriculum content is woven into play and discovery in the early years. Teachers manage the learning environment extremely well. Children know where they should go to write, to read and to access equipment that supports their learning and play. Children are curious and respectful in early years.

Leaders prioritise 'learning to read, reading to learn and reading for pleasure'. Pupils have a dedicated story time every day, where teachers read a class text. Phonics teaching starts from the first day of school. Leaders have trained all staff to teach phonics highly effectively. Leaders make sure that teachers across the school are using consistent methods to teach phonics. Reading books match the sounds pupils know. If pupils need extra time to practise, teachers provide support in a small group or in one-to-one sessions. Leaders share information with parents and carers to let them know how they can help their child to read at home.

Pupils are polite and articulate and behave exceptionally well. The school encourages 'working together, hand in hand'. Adults model how they want everyone to behave. They treat pupils with respect and reward positive behaviours. The school has a clear behaviour policy that pupils know and staff apply consistently well.

Personal development is a significant strength of the school. Pupils learn about staying safe and the world they live in. They learn about different faiths and can speak with clarity about the make-up of different families. Pupils are reflective and are keen to demonstrate their own learning over time. All pupils in school write a weekly blog on what they have learned. Computing ambassadors help children in the early years to contribute to these blogs. Pupils enjoy the extra opportunities leaders give them that greatly enhance their wider development.

Governors have a wealth of experience. They work with leaders and provide challenge. They visit the school on a regular basis. Staff spoken to are proud to be part of the school. They feel very well supported and say that leaders take steps to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils and community very well. They have procedures and processes in place to keep pupils safe. Staff receive regular training and know how to report any concerns they may have about a pupil. Pupils feel safe in school and know how to raise concerns through the 'tell us box', their special buddy or any adult. Leaders ensure that all staff are subject to the appropriate employment checks. Leaders are trained in safer recruitment.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in 8 October 2015.

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	117753
Local authority	North Lincolnshire
Inspection number	10199454
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	93
Appropriate authority	The governing body
Chair of governing body	Justine Duck
Headteacher	Lesley Allwood
Website	www.winteringhamprimary.co.uk
Date of previous inspection	7 and 8 October 2015, under section 8 of the Education Act 2005

Information about this school

- The school is a well-below-average-sized primary school.
- The school currently does not use alternative provision.
- The school is federated with South Ferriby Primary School, sharing the same executive headteacher and governing body.
- Some staff work across both school sites.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The 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 headteacher, members of the senior leadership team, subject leaders, class teachers, staff, pupils, members of the governing body and a representative from the local authority.
- The inspectors did deep dives into these subjects: reading, mathematics and French. For each of these subjects, inspectors spoke to leaders about the curriculum and met

with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils.

- The lead inspector met with the designated safeguarding lead, examined school records and spoke to leaders, teachers and pupils about safeguarding.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil survey.

Inspection team

Richard Jones, lead inspector

Her Majesty's Inspector

Trudi Bartle

Ofsted Inspector

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