

Inspection of a good school: Winford Church of England Primary School

Winford Church of England Primary School, Felton Lane, Winford, Bristol BS40 8AD

Inspection dates:

7 and 8 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending Winford Church of England Primary School. They say that there is something for everyone. Pupils describe the school as 'one big family'. They talk confidently about the way in which the school's values help them to be kind, respectful and to work hard.

However, in some subjects, pupils do not learn as well as they should. They struggle to remember the most important knowledge. As a result, they do not build a deep understanding of each subject over time.

Leaders have high expectations for pupils' behaviour. Pupils respond well to the routines that are in place. This starts in the early years. Children are attentive and follow instructions well. Relationships between staff and pupils are positive. Pupils feel safe. They say that staff listen to them and are there for them if they need to share any worries or concerns.

Pupils enjoy the wide range of clubs such as, cricket, cooking, eco club and choir. They value the opportunities they have to become members of the school council, assembly and physical education monitors. Pupils say these roles help them to feel proud and to take responsibility.

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

Leaders have a clear vision for what all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. With the support of the trust, they have ensured that the curriculum makes clear what pupils need to know and when they need to know it. Leaders are providing staff with the right support to bring about necessary improvements, particularly in reading. However, this vision is not yet realised in some

aspects of the school's work. Leaders know there is still work to do to secure improvements in other areas of the wider curriculum.

Leaders prioritise reading. Pupils read a range of texts with increasing accuracy and fluency. They say that reading helps them to learn new things. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to teach phonics effectively. Books that pupils read match the sounds they learn which helps them to gain confidence. If pupils fall behind, they receive the help and support they need to help them to catch up quickly.

The mathematics curriculum is designed and sequenced well. This starts in the early years. Teachers skilfully provide clear explanations and develop children's mathematical vocabulary well. As a result, children confidently recognise number patterns. Pupils build on this as they move through the school. They use their mathematical knowledge well to solve more complex problems.

In some wider curriculum subjects, pupils' knowledge is less secure. For example, in history, while pupils can recall what they have learned about the Kingdom of Benin, they struggle to make links to concepts such as invasion and civilisation. This is because the systems that leaders have put in place to check on what pupils know and remember are not used well enough to identify gaps in pupils' knowledge and to plan future learning. This hampers the progress that some pupils make.

Leaders know the needs of the pupils with SEND well. They have put in place systems to support staff in meeting these needs. However, much of this work is new. As a result, some staff do not yet routinely adapt their teaching well enough to help pupils with their learning. Some pupils' plans are not precise. This means that some pupils with SEND do not learn as well as they should.

Pupils have positive attitudes towards their learning. This starts in the early years. Children are eager to share their ideas and work well with one another. The environment in classrooms and around the school is calm and productive.

Leaders plan thoughtfully for pupils' personal development. Pupils have a good understanding of fundamental British values such as democracy and the rule of law. They know the qualities of a friend and that people are different. Pupils develop their character by raising money for charities or by becoming peer mediators. This makes them feel proud and enables them to help others.

Trustees and local governors have an accurate view of the school's strengths and priorities for improvement. They provide appropriate support and challenge to school leaders. Staff value the time and training they receive to develop their subject knowledge. They appreciate how leaders consider their workload and well-being.

Most parents agree that their children do well and are happy in school. However, some parents have mixed views about communication and support for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a clear safeguarding culture across the school. They provide staff with up to date and regular safeguarding training. Staff use this well to spot the signs that a child might be at risk and act quickly. Leaders work well with a range of professionals to help vulnerable pupils and their families. Leaders make the right safeguarding checks during recruitment.

Pupils know how to stay safe in the real and online world. They understand the importance of consent and not sharing personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, assessment is not yet used well enough to check that pupils have remembered the knowledge they have been taught and to decide the next steps in learning. As a result, some pupils do not build their knowledge well enough over time. Leaders need to ensure that teachers use assessment effectively so that pupils learn and remember the curriculum successfully in all subjects.
- Some teachers do not adapt their teaching well enough to meet the needs of pupils with SEND. Some pupils with SEND struggle to access their learning and do not build their knowledge well enough. Leaders should ensure that staff understand how to provide the support that each pupil with SEND needs in order to learn and make progress across the curriculum.
- Some parents have negative views of the school. Some do not feel that communication and the provision for pupils with SEND is effective. Leaders and governors should continue to engage with parents so that they have greater confidence in the school's work.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Winford Church of England Primary School, to be good in January 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 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.

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	146596
Local authority	North Somerset
Inspection number	10268482
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Adele Haysom
Headteacher	Nik Gardner
Website	www.winford.n-somerset.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Winford Church of England Primary School converted to become an academy school in January 2019.
- The school is part of The Lighthouse Schools Partnership.
- The school is part of the Diocese of Bath and Wells. The last section 48 inspection took place in May 2015, where the predecessor school, Winford Church of England Primary School, was judged to be good.
- The school does not use any alternative provision.
- There is a before- and after-school club managed by the governing body.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, subject leaders, the special educational needs coordinator, groups of staff, representatives from the governing body and the trust.

- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe. The inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- Additionally, the inspector spoke to pupils to discuss their views about the school.
- The inspector considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

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