

# Inspection of Winterton Primary School and Nursery

Black Street, Winterton-on-Sea, Great Yarmouth, Norfolk NR29 4AP

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Inspection dates: 20 and 21 June 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Winterton Primary School and Nursery is a nurturing and caring school. It is the heart of the local community. Pupils are polite and courteous. They love their school and describe it as 'one big family'. They value the support of adults. Pupils know that, if they have a worry or a concern, the adults in the school will listen. Pupils say that bullying is rare and that, if it does happen, adults are there to help.

Older pupils, over time, have enjoyed productive relationships with staff and make good progress across the breadth of the curriculum. Younger pupils are still learning the routines of the classroom. Staffing changes have left some pupils confused as to what is expected of them. In the early years and key stage 1, the curriculum is not implemented as effectively. Pupils struggle to remember content and make connections. Too often, pupils are absent, meaning they miss their education.

Pupils have high aspirations of themselves and their peers. Pupils value the opportunities they have at school. They describe themselves as citizens and know what this means. They contribute to their local community, participating in litter picks and village events. Visits from the coastguard, police and fire service and other members of the local community inspire and motivate pupils.

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

Trustees are passionate about the school and its place in the community. They have supported the school through a time of significant change. Turbulence in staffing, including leadership, has stalled leaders' ambitious plans for the school. There is inconsistency in the delivery of the curriculum. Many curriculum improvements are new and have not had time to embed.

Leaders have designed an ambitious and exciting curriculum. When implemented well, pupils make good progress. Pupils take pride in their work and talk at length about their learning. Older pupils make links and connections across subjects. In key stage 1 and the early years, pupils' knowledge and understanding are less secure. This is because the curriculum is not implemented and adapted well. Leaders are developing the strategies teachers use to check what pupils know and can do in the foundation subjects.

Leaders have recently implemented a new phonics scheme. Some pupils who fall behind do not catch up quickly because the support they receive does not help them to catch up quickly enough. Pupils read widely and talk about popular authors and themes. Regular story time and whole class reading ensures that pupils read a wide range of texts.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff know when to help and when to encourage pupils to be independent. Staff make careful adaptations so that pupils with SEND access the same curriculum as

their peers. Many parents value and appreciate the support their children receive, being of the view that staff go 'above and beyond expectations'.

In the early years, curriculum planning is in development. The steps needed for children to reach the clear endpoints at the end of Reception are not fully understood by staff. This results in gaps in children's knowledge. Continuous provision allows children the opportunity to practise and apply their learning in a variety of ways. Some children are not yet secure in routines and expectations.

Pupils typically behave well and follow teachers' expectations. Pupils sometimes do not behave as well where there is temporary staffing in place. At playtimes, older pupils play and support younger pupils. Games are inclusive. Children of all ages take part. Older children support children in Reception through showing them what to do and how to behave. Pupils show genuine care for each other. Despite rigorous procedures for supporting good attendance at school, too many children fail to attend. Some are persistently absent and have gaps in their knowledge.

Leaders prioritise pupils' personal development. They have carefully considered the knowledge and experiences that children should have by the time they leave primary school. Trips and visits enhance the curriculum. This includes visiting a museum, going to Great Yarmouth, a trip to Norwich Library, and having their artwork exhibited in a gallery. This provides children with a rich set of experiences they may not otherwise access.

Trustees know the school well and offer both challenge and support. The development of local hubs has strengthened leadership at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are vigilant. Staff are well trained and understand the context of the community they serve. Staff are astute to the signs that a pupil may be at risk of harm. They know what to do should they have a concern. Appropriate checks are in place to ensure that adults are suitable to work in the school.

Pupils know how to stay safe, including when using the internet. They know what to do should they feel at risk of harm.

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

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

- Although leaders have designed a well-planned and sequenced curriculum, it is not being implemented consistently. Many recent improvements are not embedded. Leaders need to ensure that the planned curriculum is consistently

implemented and delivered as intended so that pupils achieve ambitious end points.

- Assessment in some foundation subjects is at an early stage of development. This means that new content does not always build securely on pupils' prior learning. This is because gaps in knowledge and understanding are not clear. Leaders need to ensure that teachers use a consistent and effective approach to assessment in foundation subjects.
- Too many pupils are persistently absent. As a result, these pupils have gaps in their knowledge and understanding. Leaders need to continue to work with families and other agencies to ensure that pupils attend school regularly and benefit from the planned curriculum and provision.

## 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

<b>Unique reference number</b>	146757
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10267764
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dawn Carman-Jones
<b>Headteacher</b>	Jemima Williams
<b>Website</b>	<a href="http://www.wintertonprimaryschool.org.uk">www.wintertonprimaryschool.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- There is an interim headteacher in post.
- The school joined the Consortium Trust in January 2019.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded 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.
- Inspectors held meetings with the chair of the trust, the chief executive officer, the interim headteacher and other senior leaders, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with

leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils from Reception and Years 1 and 2 read to a known adult.
- To inspect safeguarding, inspectors scrutinised the single central record, and they reviewed safeguarding paperwork and systems. Inspectors spoke with leaders, teachers, support staff and pupils to evaluate the culture of safeguarding in school.
- Inspectors considered 23 responses to Ofsted's questionnaire for parents, Parent View. They also considered responses to the Ofsted questionnaires for staff, talked with pupils and met with some parents.

### **Inspection team**

Oriana Dalton, lead inspector

Ofsted Inspector

Jo Nutbeam

Ofsted Inspector

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