

# Inspection of Winsham Primary School

Church Street, Winsham, Near Chard, Somerset TA20 4HU

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Inspection dates: 1 to 2 November 2023

<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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Johns. This school is part of Redstart Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Suzanne Flack, and overseen by a board of trustees, chaired by Tessa Gale.

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

Pupils enjoy learning at this happy and inclusive school. They respect each other's differences and learn to be empathetic. Pupils are particularly enthusiastic about their outdoor learning. For example, they took inspiration from nature in an art project to wattle and daub walls when they learned about prehistory.

The school has high expectations of pupils' achievement. Pupils follow a broad curriculum and, in most subjects, are prepared well for future learning. Pupils, of all ages, behave well and learn eagerly together. Parents speak highly of the education and care that their children receive.

The school is determined that pupils should feel they have 'choice and voice'. Pupils played an important part in redefining the school's vision and, for example, choosing the trees for its 'houses'. Pupils have opportunities to vote such as for the school council and the books they read. They learn how to make decisions and be active members of the school community.

Pupils develop their talents and interests through the school's extra-curricular programme. The school plans opportunities carefully to ensure there are no barriers to pupils participating. For example, pupils sing together, enjoy clubs such as 'creative thinkers' and share their artwork at local events, such as the horticultural show.

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

The school has an ambitious curriculum, which gives pupils the knowledge and skills they need for future success. In most subjects, the curriculum is well planned and sequenced. For example, pupils apply their knowledge of number from the early years well when learning mathematics later.

Where the school has planned the curriculum well, pupils learn subject content in depth. However, in some subjects, the school has not identified precisely what pupils should learn and by when. Consequently, pupils do not gain detailed knowledge and skills in all subjects.

Teachers have good subject knowledge and benefit from well-planned professional development. They present information clearly and support pupils to discuss ideas in a considered way. Teachers use assessment effectively to check pupils' understanding. They make timely adaptations to correct pupils' misconceptions and remedy gaps when required.

Pupils become fluent and confident readers. In the early years, teaching uses rhymes and stories to develop children's language and their enjoyment of books. Pupils start learning to read as soon as they join the Reception Year. They initially read books that closely match the sounds they learn. Once they can read accurately, they move on to texts that develop their reading fluency. Pupils go on to enjoy

reading independently. The reading curriculum ensures that they read a variety of text types, such as non-fiction and poetry.

Staff cater well for pupils' needs, including those of the very youngest children in the pre-school. The school makes suitable adaptations for pupils with special educational needs and/or disabilities so they follow the curriculum successfully. The school identifies their needs accurately and reviews the impact of its support with parents.

The school has high expectations of pupils' conduct. Staff apply these expectations consistently and pupils live up to them. As a result, classrooms are calm, positive places of learning. In the early years, children learn routines, such as how to care for themselves. This prepares them well for school. Pupils, of all ages, learn how to respond positively to one another, even when they disagree.

The school places a strong emphasis on supporting pupils' mental well-being. For instance, it teaches pupils how they can use their breathing or their environment to manage how they are feeling. From the early years onwards, the curriculum builds children's confidence to talk about their emotions. This prepares pupils well to look after themselves and others.

Pupils develop an age-appropriate understanding of healthy relationships. They learn how to keep themselves safe, both off and online. Pupils learn about different faiths and religions and the importance of tolerance and mutual respect.

Pupils learn to reflect on the consequences of their actions on themselves and others. They develop a sense of civic duty towards their local community and their 'global neighbours'. For example, they raise money for local and international charities.

Trustees have a clear vision and ensure that resources are well managed. Leaders have brought stability and ambition to the school. They ensure coherence and consistency in the school's expectations and in the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subject curriculums, the school has not identified and sequenced the key knowledge and skills that pupils need to learn. Consequently, pupils do not gain sufficient depth in their knowledge of all subjects. The school and trust should ensure that all subject curriculums are planned and sequenced in a way that supports pupils to develop detailed knowledge and skills over time.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147024
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10298070
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tessa Gale
<b>CEO of the trust</b>	Suzanne Flack
<b>Headteacher</b>	Emma Johns
<b>Website</b>	<a href="http://www.winshamprimaryschool.co.uk">www.winshamprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has a pre-school that accepts two-year-olds.
- The school is a Church of England School in the Diocese of Bath and Wells. It was designated in 2021 and has not yet received a section 48 inspection.
- The school does not use alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with senior staff about the curriculum and with pupils about their learning in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

James Oldham, lead inspector

His Majesty's Inspector

Tom Morrison

Ofsted Inspector

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