

# Inspection of Winford Church of England Primary School

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

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Inspection dates:	14 and 15 January 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Nik Gardner. This school is part of The Lighthouse Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gary Lewis, and overseen by a board of trustees, chaired by Adele Haysom.

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

Winford Church of England Primary is a nurturing school. The relationships between staff and pupils are warm. Pupils enjoy school. They attend well. They are happy and safe. Pupils behave well. They know staff will help them sort out any worries or concerns.

The school's high expectations for pupils' achievement are not realised in practice. There have been significant changes to leadership and staffing. The school recognises that the way that the curriculum is taught needs strengthening. It has made a positive start. However, there is still much to do to ensure that pupils benefit from the improvements that have been made. As a result, the quality of education that pupils receive is not good.

Pupils play an active part in their school. Older pupils act as 'maxi mates' for younger children. Through opportunities such as these, pupils develop responsibility. They develop their talents and interests through extra-curricular clubs such as painting, netball and dog training. The school ensures that there is equality of access for all. Consequently, a high number of pupils participate in these activities. Pupils experience visits to places of interest which are often linked to curriculum subjects. For example, pupils visited The Roman Baths, to further their knowledge of history.

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

Since the last inspection, the school, with the support of the trust, has strengthened many areas of the curriculum. In addition, improvements have been made to identify and support pupils with special educational needs and/or disabilities (SEND). Staff carefully consider the requirements of pupils with SEND. They adapt their delivery of the curriculum effectively so that pupils access their learning with success. This ensures equal opportunity for all pupils to develop a broad body of knowledge.

However, the curriculum is not always implemented routinely well. The school does not make sufficiently rigorous checks on the way the curriculum is delivered or its impact on pupils' learning. In some subjects this does not help pupils know and remember more. Checks made on pupils' learning do not identify the extent of pupils' knowledge. Therefore, pupils move through some curriculum subjects with ongoing gaps, and some do not move onto deepening or extending their learning.

Recent changes to the reading curriculum are having a positive impact in the early years and key stage 1. This helps pupils to develop a stronger foundation in phonics and early reading. Pupils who fall behind have the support they require to help them catch up. Books match the sounds pupils know. However, beyond phonics, the way that reading is taught is not systematic enough. Expectations are not sufficiently precise. The checks that teachers make on learning do not identify whether pupils have secured knowledge, which hampers pupils' achievement.

The school weaves the development of pupils' oracy skills through the curriculum. A structured approach to the extension of pupils' vocabulary begins as soon as children start in Reception class. For example, staff ensure the youngest children develop the correct

scientific language when exploring the properties of ice. Children enjoy opportunities to learn in the classroom and outside. They collaborate with others for sustained periods.

The personal, social and health education (PSHE) curriculum permeates through school life. This begins in the early years and continues at an age-appropriate level as pupils get older. Pupils learn how to become thoughtful and caring citizens. They respect and appreciate the diversity of the world in which they live. They know that it is important to treat everyone with respect. Pupils have an age-appropriate understanding of protected characteristics. They are knowledgeable about how to look after their mental and physical health.

The school has strengthened its behaviour policy. Staff apply this fairly. Pupils know the school rules and behave well. Consequently, the school environment is calm and orderly. Beyond the classroom, pupils socialise happily. The school takes effective action to improve pupils' rates of attendance. Staff work closely with families to gain an understanding of the causes of any absence. This has had a demonstrable impact.

The trustees and local governors have an accurate understanding of the school's strengths and areas for development. They have the necessary expertise to remedy the areas that require further development. Their actions have begun to have some positive impact on pupils' experiences. Staff are supportive of the leadership of the school and value the consideration given to their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school does not have sufficient oversight of some areas of curriculum responsibility. As a result, the curriculum is not always implemented consistently well. Where this is the case, pupils do not build their knowledge and skills as they should. The trust should ensure that all school leaders have the knowledge they need to assure themselves that the curriculum is implemented effectively.
- In some subjects, the school has not ensured that staff have the knowledge required to deliver the curriculum as intended. This means pupils do not reach the focused curriculum goals. The trust should ensure that teachers have the pedagogical knowledge they need to deliver the curriculum securely.
- In some subjects, assessment does not identify whether pupils have secured the skills and knowledge they need. Therefore, some pupils develop gaps in learning, and some do not move onto more complex learning. The trust should ensure that assessment is used to inform teaching and consolidate pupils' understanding 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>	146596
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10322319
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adele Haysom
<b>CEO of the trust</b>	Gary Lewis
<b>Headteacher</b>	Nik Gardner
<b>Website</b>	<a href="http://www.winford.n-somerset.sch.uk">www.winford.n-somerset.sch.uk</a>
<b>Dates of previous inspection</b>	7 and 8 June 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Lighthouse Partnership.
- There is a school-run breakfast and after-school club.
- This is a Church of England school. The last section 48 inspection took place in November 2022.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the governing body, the trust director of learning, the director of education, the CEO and the chair of the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Helen Springett

Ofsted Inspector

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