



Winscombe Woodborough Primary School

Inspection Report

Unique Reference Number 109101
LEA North Somerset
Inspection number 278122
Inspection dates 1 December 2005 to 2 December 2005
Reporting inspector John Carnaghan RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Moorham Road
School category	Community		Winscombe
Age range of pupils	4 to 11		North Somerset BS25 1HH
Gender of pupils	Mixed	Telephone number	01934 843407
Number on roll	193	Fax number	01934 844585
Appropriate authority	The governing body	Chair of governors	Mrs Phyllis Cram
Date of previous inspection	11 May 1998	Headteacher	Mrs Linda Grogan

Age group	Inspection dates	Inspection number
4 to 11	1 December 2005 - 2 December 2005	278122

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Introduction

The inspection was carried out by a team of two additional inspectors.

Description of the school

The school is slightly smaller than most primary schools. It serves an area with little deprivation, and very few pupils are eligible for free school meals. Not many pupils have learning difficulties. Very few pupils are from minority ethnic groups and all speak English as their first language. Pupils' standards when they start at the school are average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness as satisfactory and the inspection agrees. It provides a satisfactory education for its pupils and gives satisfactory value for money.

Pupils start and end their time at Winscombe Woodborough with average standards. This means that they make satisfactory progress. However, not all more able pupils achieve as well as they should. In some areas there are marked differences in boys' and girls' work; this is particularly true in writing, where girls regularly reach much higher standards than boys. Teaching is satisfactory but rather patchy; most classrooms are hives of purposeful activity while, in a few others the pace of learning is slower. Behaviour and attitudes are sound. Pupils like their school and parents are generally happy with the opportunities it gives them. Provision in the Foundation Stage is satisfactory and children make a sound start to their education and standards are average by the time children start in Year 1.

The leadership team is committed and has had a positive impact on progress. Its monitoring is satisfactory, if irregular, gathering useful information about pupils' and teachers' performance. This knowledge is not always well enough used to improve the school. Analysis of test data has weaknesses because it is too vague and the school does not plan rigorously or precisely enough to eliminate some of its weaknesses. This slows the rate of improvement, though it is satisfactory. The school has made a number of significant improvements to areas identified as weaknesses in the last inspection and has satisfactory capacity for further improvement.

What the school should do to improve further

- Raise standards of boys' writing and those of more able pupils in all subjects by setting challenging personal targets.
- Monitor teaching more regularly and rigorously, and use the outcomes to improve weaker teaching.
- Target school improvement planning much more precisely on the essential areas for advancement.

Achievement and standards

Grade: 3

Children start school with skills that are average. With sound teaching they make satisfactory progress in reception, and when they start Year 1 their standards are at expected levels.

Pupils' standards in national tests at the end of Year 2 have improved steadily in recent years, keeping pace with national improvements. Standards in reading, writing and mathematics in Year 2 are average, but not enough pupils reach the higher Level 3. These standards are the result of satisfactory progress in Years 1 and 2. Girls usually perform better than boys in writing.

The difference in performance between boys and girls is more marked in Years 3 to 6. This is apparent from Year 6 national test results, where girls' performance in writing

has been much better than that of boys for a number of years. Taking all subjects together, Year 6 standards are average and progress is satisfactory. However, the rate of progress is inconsistent. As a result of less effective teaching, pupils do not do so well in Years 3 and 4; however, they catch up to some extent in Years 5 and 6 because teachers work effectively to accelerate pupils' progress. In common with younger pupils, fewer than expected pupils reach above average standards. Targets are not challenging enough, especially for the more able pupils. This is because of imprecise assessment of pupils' aptitudes. Across all years of the school, pupils with learning difficulties and disabilities make similar progress to the other pupils.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory with some good features. Pupils enjoy coming to school and are keen to do well. Attendance is improving and is above average. Pupils' spiritual, moral, social and cultural development is good. Many visitors from different faiths and cultural backgrounds share their experiences with the pupils, especially in assemblies. This benefits their spiritual and cultural development.

Pupils develop a good level of independence from the time they start school in reception. They make sound contributions to the way the school is run through the school council and activities, for example when Year 6 pupils help to set up the hall for assembly. Pupils are conscious of the needs of others and contribute to local and national charities, becoming involved in village activities, such as fayres and Remembrance Day services. Pupils know that healthy lifestyles are important, and they show this by their choices for their lunch boxes. Opportunities for pupils to attend the physical activity clubs are satisfactory and have a positive impact on their health. Pupils' behaviour shows care and consideration for others.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are some inconsistencies in the quality of lessons, which, until recently, the school's monitoring had not identified soon enough.

Many lessons are good and some outstanding. In these lessons, planning and preparation are thorough. Work provides the correct degree of challenge to all pupils. Because many interesting resources are used – especially interactive whiteboards – these lessons are well paced, interesting and pupils achieve well. They are enthusiastic learners who cooperate well with teachers and their fellow pupils. Pupils' behaviour is good. The well judged help offered by learning support assistants to those with learning difficulties helps break down barriers to learning and dispels opportunities for disaffection.

In some teaching, largely in Years 3 and 4, teaching can be uninspiring. The pace of teaching can be slow; pupils are not given deadlines to finish tasks, so the whole class works at the speed of the slowest learner. The challenges offered to pupils, especially the more able, are limited.

Marking of pupils' work gives little guidance to pupils on how to improve. The school assesses standards regularly and can show how pupils progress as they move up the school; however, this information can be unreliable and the school does not use it constructively to improve standards.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and the school is working to enhance its provision. All required subjects are covered and there are some interesting initiatives, such as the developmental exercise programme, which helps to promote learning amongst older pupils through movement. The way the school promotes pupils' economic well-being is satisfactory. The design and technology day in Year 3 provided a very interesting learning experience for pupils, and successfully promoted the development of pupils' English skills as the day progressed. Many parents assisted with the making of 'smoothies' and the creation of attractive packaging for their drinks, contributing well to pupils' progress.

Most pupils participate in the satisfactory range of out-of-school activities offered, such as games, dance and orchestra, giving satisfactory opportunities to learn new skills.

Care, guidance and support

Grade: 3

The care, guidance and support provided by the school are satisfactory with some good features. Procedures to ensure the health and safety of pupils, for example child protection and risk assessment, are good. The additional support and provision for pupils with learning difficulties and disabilities are also effective. The use of 'circle time' and the general openness of staff encourage pupils to share their true feelings and this enables the right support to be given. The school's systems for identifying the next stages of pupils' personal and academic development are inconsistent in that teachers and pupils are not always clear about what they should do next to improve further. Nevertheless, most teachers and teaching assistants know their pupils well enough to help the large majority of pupils to make satisfactory progress in most areas of learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory and have led to improvement in important areas since the previous inspection. For example, progress in Years 1 and 2 has been

accelerated. In general, the school has a realistic understanding of its performance and the inspection confirms its analysis. However, systems to identify and share the central priorities of the school are not focused precisely enough. This results in some inconsistencies in the quality of the school's work that affect the progress made by higher attaining pupils and boys in writing.

Governance is satisfactory and governors are becoming more involved in evaluating school effectiveness. However, the relative weakness in the precision of school improvement planning reduces governors' understanding of the school's strengths and areas for development. The involvement of parents and pupils in the self-evaluation process through parental surveys and the school council is satisfactory. Day-to-day management of the school is good. Managers ensure the school implements government initiatives effectively, and that it gives value for money and is in a sound position to improve further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Winscombe Woodborough Primary School Moorham Road Winscombe North Somerset BS25 1HH

3 December 2005

Dear Pupils

Thank you for welcoming us into your school. We enjoyed talking with you and seeing you in lessons during the inspection.

These are some of the things we liked best

- You like coming to school and your attendance is improving.
- The school takes good care of you and keeps you safe.
- The school works hard to make sure that you receive good spiritual, moral, social and cultural education.

There are some ways in which the school can get even better

- Boys could do better with their writing.
- The school should plan more carefully for the future.
- The school needs to check the quality of lessons more thoroughly.

Once again, thank you for helping us during the inspection.

Yours faithfully

John Carnaghan Lead inspector