



# Winterton First School and Nursery

Inspection Report

**Unique Reference Number** 121200  
**LEA** NORFOLK LEA  
**Inspection number** 280955  
**Inspection dates** 6 February 2006 to 7 February 2006  
**Reporting inspector** Mr. Godfrey Bancroft LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Black Street
<b>School category</b>	Foundation		NR29 4AP
<b>Age range of pupils</b>	3 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01493393218
<b>Number on roll</b>	54	<b>Fax number</b>	01493393233
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Downes
<b>Date of previous inspection</b>	11 October 2000	<b>Headteacher</b>	Mrs. Patricia Thompson

<b>Age group</b> 3 to 8	<b>Inspection dates</b> 6 February 2006 - 7 February 2006	<b>Inspection number</b> 280955
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average sized Infant and Nursery school. It is in an area with some social and economic disadvantages. The percentage of children eligible for free school meals is below average. The percentage of children who have special educational needs is also below average. Very few children are from minority ethnic backgrounds and none speak English as an additional language.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. The inspection agrees with the school's view of its performance arrived at through its thorough and accurate procedures for self-evaluation. Children of all abilities and backgrounds achieve well and those who have special learning needs achieve very well. Attainment on entry is average. The provision for children in the Nursery and Reception classes is good and they achieve well. By the end of Year 2 standards in reading, writing and mathematics are above average. When children leave at the end of Year 3, standards remain above average. Children are enthusiastic learners who clearly enjoy being at school. The provision for their personal development and their well-being is outstanding. The school works hard to make sure that children attend. However, attendance is below average suggesting that some parents do not do enough to ensure that their children attend as often as they should. The quality of teaching and learning is good and lessons meet the children's learning needs well. However, some children do not take enough care to write as neatly as they should. The curriculum is good. There is also a good range of additional activities that enhance children's learning. The school provides children with outstanding care, guidance and support. The leadership and management of the headteacher and of the governing body are good. The school provides good value for money. The issues identified at the time of the last inspection have been addressed successfully. Improvement since that time is good. The school is highly regarded by parents and carers and its capacity for further improvement is good.

### **What the school should do to improve further**

- Continue to support parents and carers in helping their children to attend school as often as they should.
- Help children to improve their handwriting and to present their work neatly.

## **Achievement and standards**

### **Grade: 2**

Children of all abilities and backgrounds achieve well and those who have special learning needs achieve very well. Attainment on entry is average. Children in the Nursery and Reception classes achieve well, especially in their personal, social and emotional development. By the end of Year 2 standards in reading, writing and mathematics are above average. Standards, when children leave the school at the end of Year 3, remain above average. Some year-on-year variations in standards are evident. These are caused mainly by the differing numbers of children with special learning needs and the relatively small numbers of children in each year. In the last five years standards have been above average. However, there tend to be fewer children attaining the higher Level 3 in writing than in reading or mathematics. Children also attain high standards and achieve well in art and design, design and technology, information and communication technology (ICT) and science. The school sets suitably challenging targets for children's attainment, which they usually meet successfully.

## **Personal development and well-being**

### **Grade: 1**

Provision for children's personal development and well-being is outstanding. Children are proud of their school and are very enthusiastic learners. For example, they are passionate readers, who enjoy nothing better than talking about the books they have read. They are also proud of their work, especially the work they do in design and technology. Children's behaviour, in lessons and at play, is outstanding and they are extremely caring and sensitive towards each other. Older children are particularly good at making sure that the younger ones are safe and happy. Children are mature and confident for their age. They are very good at working independently, at helping each other and at undertaking jobs responsibly. The school does all it can to encourage children to attend, but attendance is below average. This is mainly because a small minority of parents take their children on holiday during term time. Children's spiritual, moral, social and cultural development is very good. Assemblies make a very good contribution to children's spiritual and moral development and they are knowledgeable about the beliefs and traditions of other cultures. The school is working effectively to embrace all aspects of the 'Every Child Matters' agenda. It is particularly successful in encouraging children to eat healthily and to take regular exercise. Children are very aware of how to take good care of themselves and how to stay safe. They acquire the basic skills of literacy, numeracy and ICT very well. Children also have a good understanding of how they can contribute to their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teaching in the Foundation Stage enables children to make good progress in all areas of their learning. Relationships between teachers, teaching assistants and children are very good. Teachers are particularly good at recognising when children do good work and celebrating when they try their best. This helps children to enjoy their learning and to become increasingly confident. However, the handwriting of some children is not neat enough and the presentation of their work is untidy. Teachers and teaching assistants provide very good support for children who have special learning needs. Lessons are planned well and meet the needs of the full range of ages and abilities in each class successfully. Good attention is given to the development of children's speaking and listening. Assessment procedures and the marking of children's work are thorough and helpful. Teachers and teaching assistants are good at ensuring that children are fully aware of how they are progressing and know what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets legal requirements fully. The Foundation Stage curriculum is good. Additional programmes, often led by teaching assistants, support the learning of lower attaining children and those who have special learning needs very well. Children in Years 2 and 3 benefit greatly from being taught French. The school provides a good range of additional activities that enhance children's learning very well. These include dance and drama, and yoga. There is also a very popular art and design club led by parents. The last inspection identified the need to improve the provision for ICT and the school now use this well to enhance children's learning across the curriculum.

## **Care, guidance and support**

### **Grade: 1**

The school provides children with outstanding care, guidance and support. Staff know all the children very well and respond to their needs very effectively. Arrangements to ensure that children are safe, including the procedures for Child Protection, are very good. There are very effective procedures to consider and respond to children's opinions, enabling them to have a positive influence on many aspects of school life. Very good support is provided for children who have special learning needs. The school is good at keeping children informed about how they are progressing. Children are also knowledgeable about their targets for learning and know what they need to do to improve. The school has ensured that all aspects of the 'Every Child Matters' agenda are covered thoroughly. It also makes certain that children's personal, social and health education needs are addressed fully.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher leads the school with infectious enthusiasm that inspires staff and children to do their best and ensures that everyone feels cared for and valued. She provides a clear educational direction, promoting a spirit of co-operation in which staff and governors work together well. Governors fulfil their duties effectively. They are also careful to review their own performance and check to see if there are any aspects that might be improved. This ensures that governors are very knowledgeable about the school and are involved fully in all aspects of its leadership and management. They manage the school's resources well and ensure that the available funding is used wisely. The school's procedures to evaluate its own performance are detailed and accurate. Members of staff with additional responsibilities provide good support for their colleagues and fulfil their duties well. The school improvement plan is clearly focused on raising standards. It sets out the priorities for development clearly and shows how their success will be evaluated. Parents, carers and members of the governing body often help in school. Their contribution in listening to children read is greatly appreciated. The school is

very good at considering and reacting to the views of parents and carers. It is also good at ensuring that parents are fully aware of how well their children are progressing. Responses to the questionnaire for parents and carers show that they are overwhelmingly positive about the school and think that it is very good.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Children I think your school is a good school. I know that you and many of your parents, carers and members of your community think so as well. Your teachers and teaching assistants are good at making sure that you are able to do your best. They do this by providing you with interesting activities that help you to enjoy your learning. It is very pleasing to see that the school helps those of you who have special learning needs to do very well. Your behaviour is outstanding. You all get on very well together and you are very good at helping and caring for each other. I particularly like the ways in which you are so enthusiastic and enjoy reading and design and technology. Your school is also outstanding at caring for you and making sure that you feel safe and happy. Your headteacher and governing body are good at making sure that the school is well organised and that you have all you need to learn successfully. Your school will be working hard in the future to make sure that you continue to learn well. To help this to take place the school will be working closely with your parents and carers to make sure that you always attend when you should. You can also help to improve your work by making your handwriting and the presentation of your work as neat as they can be. Well done and keep doing your best. Yours sincerely Godfrey Bancroft Lead Inspector