



Winsham Primary School

Inspection Report

Unique Reference Number 123668
LEA Somerset
Inspection number 281532
Inspection dates 11 October 2005 to 11 October 2005
Reporting inspector Diane Wilkinson RISP

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

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|------------------------------------|--------------------|---------------------------|--------------------------|
| Type of school | Primary | School address | Church Street |
| School category | Community | | Winsham |
| Age range of pupils | 4 to 11 | | Chard, Somerset TA20 4HU |
| Gender of pupils | Mixed | Telephone number | 01460 30377 |
| Number on roll | 13 | Fax number | 01460 30377 |
| Appropriate authority | The governing body | Chair of governors | Mr R Shearer |
| Date of previous inspection | 8 May 2000 | Headteacher | Miss Linda Slattery |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Winsham is a very small rural primary school of two classes where all pupils are from a White British background. Numbers have fallen significantly in recent years owing to circumstances outside the school's control. Standards on entry to school are below average and the proportions of pupils with learning difficulties and disabilities and those who receive free school meals are above average. The school has received the Healthy Schools, Investors in People and Education Extra (an art award for working in the community) awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with strengths in some areas. Provision for children in the Foundation Stage and arrangements for teaching multi-age classes are satisfactory. Achievement throughout the school is satisfactory and standards at the end of the reception year and Years 2 and 6 are below average overall, although Year 6 pupils reach average standards in mathematics and writing.

The school's evaluation of specific aspects of its work and pupils' achievement is accurate, but the view of its overall effectiveness as good places too much emphasis on strengths in some areas. Good improvement since the last inspection has raised achievement and the school is soundly placed to improve further.

Winsham is a caring school where provision for pupils' welfare, health, safety and personal development is good. Very good relationships help pupils to feel happy and secure, enjoy their work and make a positive contribution to the school and wider community. Effective partnerships with parents, other schools, particularly the Pentagon small schools group, and the local community support the school's work.

Satisfactory teaching meets the needs of the age range and ability of pupils in each class. However, activities are rarely exciting or highly challenging to encourage pupils to aspire to do better.

Effective target setting is helping to raise standards in writing. In other subjects, targets are not always referred to in lessons and, although they show pupils some areas they need to improve, do not provide enough information to help them move on to the next level. Satisfactory monitoring and tracking procedures help pupils make sound progress. However, only in writing does comprehensive and regular assessment provide teachers with specific information to encourage better progress.

Very generous funding resulting from decreasing numbers means that the school currently does not provide good value for money, although staff and governors are productively seeking solutions to this problem.

What the school should do to improve further

- provide more exciting and challenging activities in order to raise pupils' aspirations and improve their achievement
- extend the use of individual targets to encourage pupils to make greater progress
- develop more rigorous procedures to give precise and regular information on where pupils could do better.

Achievement and standards

Grade: 3

Most children enter the school with below average standards, particularly in their linguistic and mathematical skills. They make satisfactory progress in the reception year, although a significant proportion do not reach the levels expected by the time they enter Year 1, especially in language and literacy.

As the number of pupils is very low, standards often vary considerably from year to year, depending on the number of pupils with learning difficulties in the year group. However, the school's own data and inspection evidence show that pupils continue to achieve satisfactorily in Years 1 and 2, although standards at the end of Year 2 remain below average.

Pupils in Years 3 to 6 are now doing better and achieve satisfactorily to reach the realistic targets set by the school. Overall standards are below average, mainly because too few pupils reach the higher levels. However, the school's performance in the Year 6 national tests is improving, as pupils are now achieving well in mathematics and reach average standards in this subject. Standards in writing are also average and this is helping to raise results in the English tests.

Across the school, good provision for pupils' creative development means they reach above average standards in art and design and music and their achievement in these subjects is good. Pupils with learning difficulties receive effective support and all achieve at least satisfactorily with some achieving well, particularly in mathematics and science.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The school's caring and supportive ethos encourages good behaviour and positive attitudes to work and pupils enjoy school. Pupils of all ages work and play happily together and there are particularly good relationships between adults and pupils.

The school promotes safe and healthy lifestyles very well and holds the 'Healthy Schools Award' for its work. A breakfast club on one day each week gives pupils extra opportunities for social and physical education activities.

Good opportunities, such as membership of the school council, help pupils develop responsibility, an improvement since the last inspection. There are good links with village institutions and events and very good liaison with the local playgroup, which from next year will share the same buildings as the school. These strengths, together with the school's productive links with the wider community and the very effective small schools' partnership, allow pupils to make a positive contribution to the community. Pupils are making sound progress in developing basic literacy and numeracy skills, although not yet in their information and communication technology skills. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory throughout the school. The organisation and management of learning in the two multi-age classes is good. Particularly good use is made of teaching assistants and they make a positive contribution to learning. Small numbers in each class mean that all adults have a good knowledge of individual pupils and so their needs are appropriately met. In lessons, adults take good opportunities to assess pupils as they are working and correct errors or misconceptions.

A satisfactory mixture of formal presentation, discussion and practical work, together with pupils' good attitudes and harmonious relationships, means that pupils concentrate well and work productively. However, there are few occasions in which activities are exciting or highly challenging, and this is one of the reasons why achievement is not better. Teachers generally make sound use of the information they gain from assessment and writing is assessed well, with clear guidance given to show pupils what they should do next. This is helping to improve their progress. Teachers set suitable targets to help pupils improve in other subjects but they do not make the best use of these to encourage pupils to move on to the next stage in their learning. This limits the progress that most pupils can make. Pupils with learning difficulties are given good support and effective assessment of their progress helps many to achieve well.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and appropriately planned for pupils in the mixed-age classes, including those in the Foundation Stage.

Good attention is given to providing a wide ranging, balanced curriculum and pupils' creative development is supported well, an improvement since the last inspection. An excellent range of extra-curricular activities helps pupils develop good skills in a number of subjects. For example, they have opportunities to learn French and to take part in musical events, art exhibitions and sports competitions. The school's samba band is a regular performer at local events and the school also holds its own special curriculum days, including activities aimed at gifted and talented pupils, which are well supported by parental help. The school building and grounds are spacious and well maintained and, together with the very good level of resources, provide an effective environment for learning.

Care, guidance and support

Grade: 2

This is a caring school where individual pupils do matter. Good attention is paid to pupils' welfare, safety and security and they and their parents agree that the school is a happy and safe place to be. All adults know pupils well and give them good support

and guidance in their personal development. This makes a positive contribution to the school's effective work in this area and represents very good improvement since the last inspection.

Good support and guidance are provided for pupils with learning difficulties and, as a result, many of these pupils achieve well. Satisfactory procedures have been put in place to monitor and support pupils' academic development and these help to promote satisfactory progress. A good system for focused and regular monitoring and support of pupils' progress in writing is helping to raise achievement in this aspect. Other areas would benefit from a similar process.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is very well organised and has effective systems for managing the school, despite the fact that she is combines headship with a teaching commitment.

Appropriate monitoring procedures help to ensure that staff and governors have an accurate picture of the school. The school's self-evaluation is satisfactory. Although the evaluation of its overall effectiveness is too generous, evaluation of the different aspects of its work is realistic and provides a clear picture of what needs to be done in order to improve. This has helped to secure good improvement since the last inspection; for example, in improving achievement in Years 3 to 6 and in the provision for pupils' personal development.

The capacity to improve further is satisfactory. There has been an accurate analysis of where improvement is needed and current strategies are helping to improve pupils' progress in writing and mathematics, although not yet in ICT, where development is too recent. Appropriate development in the procedures for monitoring and tracking pupils' progress mean these are satisfactory. However, they require further development so that they give a clearer and more regular picture of pupils' progress in order to raise achievement further.

Under the very effective direction of their chair, governors are fully involved in running the school and are very supportive of staff. Their regular monitoring of teaching helps to supplement the school's own data and is effectively influencing performance management.

The school seeks pupils' and parents' views well, responds to them effectively and the current ICT developments are a direct result of this. Parents give very good support to the school and feel fully involved in their children's education.

The very small number of pupils on roll means that the school is particularly well funded. Good use has been made of this in setting up a booster class for older pupils, providing a good level of teaching assistants and improving the accommodation and resources. The school is actively seeking a suitable solution to the problems caused by falling rolls. For example, arrangements have been made for the local playgroup to share the school's accommodation and its costs from next term.

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Inspection judgements

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

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? | 2 | 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? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | 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? | 2 | 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

Thank you for welcoming us to your school and being so friendly and helpful. You and your parents say your school is a safe and caring place to be and we agree with you.

What we liked most about your school:

staff look after you very well and take good care of you

you make good progress in your personal development, behave well and have good attitudes to your work

teachers are helping you to do better in mathematics and writing

staff and governors are working well with your parents, the local community and other schools so that you have good resources and interesting activities to take part in.

What we have asked your school to do now:

provide more exciting and challenging activities to help you do your very best

make more use of the targets they give you to help you make progress

develop the systems they have for tracking your progress so that they can regularly check where you could do better.

Good luck for the future.