



# West Winch Primary School

## Inspection Report

**Unique Reference Number** 120899  
**LEA** NORFOLK LEA  
**Inspection number** 285555  
**Inspection dates** 26 June 2006 to 27 June 2006  
**Reporting inspector** Mr. George Knights AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Back Lane
<b>School category</b>	Community		PE33 0LA
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01553 840397
<b>Number on roll</b>	174	<b>Fax number</b>	01553 840397
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Anita Franklin
<b>Date of previous inspection</b>	22 March 2004	<b>Headteacher</b>	Mr. Tony Rist

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 June 2006 - 27 June 2006	<b>Inspection number</b> 285555
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average sized primary school serving the village of West Winch, to the south of Kings Lynn. Most pupils come from the village, the remainder coming from the surrounding area. Pupils come from a variety of backgrounds. They join the school with broadly average attainment. The number eligible for free school meals is below average, as is the number who have been identified with learning difficulties and/or disabilities. The number of pupils having statements of special educational need is broadly average. Only a small number of pupils come from minority ethnic backgrounds and even fewer do not speak English as their home language. The school holds the Artsmark, Activemark and the Healthy Schools awards.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

West Winch Primary is a good school. At the time of the previous inspection the school was judged to have serious weaknesses but this is no longer the case. Effective action has been taken to overcome identified weaknesses and to bring about considerable improvement in all aspects of the school's work. Children under five make a good start to their schooling so that, by the time they enter Year 1, they are confident learners who are working at just above average standards. Pupils currently in the school are taught well and, as a consequence, are making good progress. They are working at broadly average standards, having emerged from a period of underachievement. The curriculum is broad and balanced and is enhanced by good enrichment and extra-curricular activities. The need to develop stronger links between subjects in order to improve the curriculum still further is an identified priority in the school. The school has effective systems for providing care, support and guidance and therefore pupils' personal development is good. The tracking of pupils' progress is at an early stage of development and information from this tracking is not yet used fully to guide further planning and provision. Inspection findings agree with the school's own evaluation of its effectiveness. Strong, incisive, leadership and management over the past two years have set the school well down the path to recovery after a period of underachievement. Governors now fulfil their responsibilities well and provide effective support for the headteacher and his colleagues. The school makes effective use of the resources available to it and gives good value for money. The capacity for further improvement is very good.

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

- Develop and extend the plans to link pupils' learning across subjects. - Make sure that arrangements to track pupils' academic progress are fully embedded and utilised across the school.

## **Achievement and standards**

### **Grade: 2**

Following a period of underachievement, pupils currently in the school are achieving well. Children arrive in the Foundation class with broadly average attainment. They make good progress towards the nationally set early learning goals so that, when they enter Year 1, they are confident, enthusiastic learners who are working at just above average standards. Results in Year 2 national assessments last year were above average, reflecting satisfactory progress, and pupils currently approaching the end of Year 2 are working at broadly similar standards. The school has taken effective measures to deal with the causes of past underachievement, particularly through the improvement of teaching and learning. This led to a marked improvement in national test results at the end of Year 6 last year. Pupils taking those tests had achieved very well during their last year at the school and their results were well above average. Pupils currently in Year 6, though not as able as those in the previous year, have also made very good

progress this year. Standards are at least average. Throughout the school, teachers pay careful attention to the needs of pupils with learning difficulties or disabilities so that these pupils progress at similar rates to others. Similarly, teachers ensure that the work of the most able pupils is stimulating and challenging. The school exceeded its targets last summer. The school will exceed the modest targets set for 2006 and has set challenging targets for the following year.

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

### **Grade: 2**

Personal development and well-being are good. Attendance is average. Pupils enjoy coming to school and they behave well, both in lessons and around the school. The 'R-Time' programme has recently been introduced to further enhance pupils' good relationships with each other. Pupils are enthusiastic learners. They are good at working independently and at sustaining effort and interest. They are very willing to answer questions and to participate in discussions. Pupils are also good at working together and helping each other. Provision for pupils' spiritual, moral, social and cultural development is good. Whilst assemblies make a significant contribution to their personal and social development they do not meet the requirements for a daily act of collective worship. Pupils are very aware of how to keep themselves safe. They are knowledgeable about the need to adopt healthy lifestyles and to take regular exercise. In recognition of this, the school has both the Healthy Schools and Activemark awards. Pupils contribute well to their community. They are very aware of the needs of those less fortunate and give generously to charities such as the NSPCC. Pupils are successfully acquiring the essential skills that will contribute to their future economic prosperity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and have improved considerably since the previous inspection. Learning is best for the youngest and oldest pupils in the school, where teaching engages pupils particularly well. Teachers and teaching assistants work well together to support individuals and groups who have difficulties with their learning. Improvements in teaching and learning since the previous inspection have been good. The careful monitoring of teachers' work identified aspects of lessons that needed improving and teachers have received the relevant training and support. A good example of the effectiveness of this process is the way that teachers are now more effectively matching work to the needs of individuals, thus enabling all pupils in each class to make similarly good progress. Pupils are enabled to take part in a wide range of learning activities. Teachers frequently engage them in discussion and the best teachers ask searching questions that help encourage pupils to think about their work very well. Pupils know what it is intended they should learn from each lesson and are clear about how well they are doing. They work hard to meet the individual targets set by their teachers. Their work is marked thoroughly and many teachers are beginning

to involve pupils in assessments of how well they are doing. This, in turn, helps pupils have a better understanding of when their learning has been most successful. Pupils are set tasks to do at home and these complement the work being done in class, and help encourage good study habits.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum, including that for children in the Foundation Stage, is good. Teachers plan in ways that enable pupils to build effectively on their previous learning and good use is made of the specialist expertise of staff in subjects such as science, and art and design. Care is taken to ensure that the curriculum enables pupils to acquire and apply the basic skills of literacy, numeracy and information and communication technology well. Steps being taken to establish links across subjects are at a relatively early stage of implementation and further work on this aspect of the school's provision is recognised by staff as a priority. Curriculum enrichment is good and pupils benefit greatly from the strong links with the local sports college. The school provides a good range of educational visits, including trips to theatres and museums and a residential visit for the oldest pupils to an outdoor activities centre. These activities enhance pupils' learning well. The very good range of school clubs includes cricket, cross-country running, drama, gardening, football and sailing. Many pupils enthusiastically take part in these activities.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Arrangements to ensure that pupils are safe are applied rigorously by all staff. Provision for pupils who have learning difficulties or disabilities is good. Teachers and teaching assistants meet the needs of these pupils well. Additional programmes to support the learning of pupils who have fallen behind in their learning are good. The tracking of pupils' progress is satisfactory but plans to further develop the use of assessment information have yet to be fully implemented. However, teachers successfully keep pupils informed about the progress they are making and guide them on how to make their work better. Pupils clearly understand the individual targets that teachers set for them. The school council provides a useful forum in which pupils' views can be considered. Pupils who are members of the council are proud to represent their classmates and take their responsibilities very seriously.

## **Leadership and management**

### **Grade: 2**

The school has successfully emerged from a period when pupils did not do as well as they should because aspects of the school's work were unsatisfactory. Very strong, incisive leadership and management over the past two years have changed this situation and the school is now improving well. The headteacher, ably supported by a revitalised governing body, has established a clear vision for the school, and is already meeting

the aim 'to develop the talents and skills of staff and children in a happy, secure and successful school environment'. In turning the school around, staff and governors have been supported very well by officers and advisers of the local authority. An effective programme of action has been implemented to bring about sustainable improvement and plans for further development are pertinent, well thought through and exciting. Teachers, support staff and governors are working effectively as a team as they strive to implement these plans. The school's self-evaluation is detailed and accurate. Systems for reviewing all aspects of school life are rigorous, enabling the school to identify areas of strength and aspects of its work that need further improvement. The views of parents and pupils have been taken into account in shaping the future direction of the school. Governors have become much more effective in the past two years and are now very impressive in the way that they fulfil their roles and responsibilities. The school runs very smoothly on a day-to-day basis, with staff and pupils following well-known routines. The deployment of teachers and support staff to meet the needs of pupils is good, as is the management of resources. The school is moving forward very well and the capacity for further improvement 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	3	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>	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	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>	2	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	2	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**

I would like to thank you all for making us so welcome when we came to inspect your school recently. We really enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to us about your work and helping us to find our way around. You clearly enjoy your time in school. You work hard in lessons and play together happily. Your teachers help you to learn well and you therefore make good progress. They are working hard to improve the way that they make links between the work you do in different subjects. The school provides many activities for you to take part in outside lessons and you join in these enthusiastically. You obviously feel safe in school and this is because members of staff care for you and make sure that you get the support you need. We were pleased to see how well you get along together and we noted how you help one another, both in lessons and when you are playing. Your teachers are, rightly, working to keep more detailed records of how well you are doing. They will then be able to give you more help so that you can do even better in your work. Many improvements have taken place in your school recently and the school is now very well run. The plans your teachers have for the future are very exciting. You and your parents know that teachers and governors are working hard to make the school even better. Our very best wishes to you. We hope that you all do very well in the future.