



Winster CofE Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 112863
Local Authority DERBYSHIRE
Inspection number 289441
Inspection date 9 February 2007
Reporting inspector Rajinder Harrison

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

Type of school	Primary	School address	Wensley Road
School category	Community		Winster, Matlock
Age range of pupils	4–11		Derbyshire DE4 2DH
Gender of pupils	Mixed	Telephone number	01629 650238
Number on roll (school)	31	Fax number	01629 650238
Appropriate authority	The governing body	Chair	Mr D Mitchell
		Headteacher	Mrs S M Tomlinson
Date of previous school inspection	1 July 2002		

Age group	Inspection date	Inspection number
4–11	9 February 2007	289441

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small school takes pupils from the village and its surrounding rural area. An above average proportion of pupils are entitled to free school meals. Almost all pupils have White British backgrounds. The number of pupils with learning difficulties or disabilities is average. No pupils have a statement of special educational need.

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 some good and outstanding aspects. Pupils' personal development is good because the school provides activities and experiences that encourage pupils to enjoy learning and participate fully throughout. While overall curriculum provision is satisfactory, a good range of additional activities add to pupils' enjoyment of school. Their good attendance indicates their eagerness to come to school and their involvement in village events helps them explore their role in the wider community. The pupils approach new challenges confidently and because relationships are very good in the school community, pupils feel safe and secure knowing that help is at hand if they need it. Their behaviour is outstanding as is their awareness of healthy lifestyles; almost all, for example, choose fruit instead of cake at lunchtimes. Pupils' growing confidence together with their sound academic progress, prepares them satisfactorily for the future.

Children start in the Reception class with knowledge and skills that are typical of the standards seen at this age. Because there is a calm and purposeful working atmosphere in classrooms, with older pupils providing good role models, children settle quickly and progress satisfactorily in their reception year. They reach the expected levels in all the areas of learning. This secure start underpins pupils' subsequent satisfactory progress in Years 1 to 6 and results in pupils attaining standards that are at the national averages in English, mathematics and science in Year 6. Their overall achievement is satisfactory. Teaching, whilst satisfactory overall, does not always challenge pupils of all abilities sufficiently by providing them with work that is properly matched to their needs, thereby ensuring they can achieve more. Teachers' expectations are not always high enough. Insufficient use is made of the detailed assessment information to ensure pupils' targets challenge them fully and the academic guidance teachers provide is not always detailed enough for pupils to understand how to improve their work. Hence, arrangements for the care, guidance and support for pupils are judged to be satisfactory.

The leadership and management are satisfactory, as is improvement since the last inspection. The headteacher, in partnership with the staff and governors, has made a good start in improving provision. The extended premises provide more space for play activities for children in the Foundation Stage. Good systems to monitor and track pupils' progress now identify accurately where pupils need more help. However, the procedures to monitor and evaluate the school's performance, by, for example, checking that teaching challenges pupils fully, lack rigour and the school's development planning does not have a sharp enough focus on raising standards. However, the school's commitment to sustain the improvements it has made to date makes it clear that it has the necessary and satisfactory capacity to continue to improve. The school gives sound value for money.

What the school should do to improve further

- Improve teaching and learning by raising expectations of what pupils of all abilities can do and match work to their needs more accurately.

- Monitor and evaluate the school's performance rigorously and place greater emphasis on raising achievement.
- Improve the academic guidance pupils receive so that they can improve their work.

Achievement and standards

Grade: 3

Children's attainment on entry to the school is typical of children at this age in all the areas of learning. Because year groups are very small, there is considerable variation in attainment of year groups from year to year and of late the school has rightly identified that children's speaking and listening skills are less secure than they should be. Children make a satisfactory start in the Foundation Stage and most reach the expected goals by the end of the Reception year. Their achievement is satisfactory and this continues to be the case in Years 1 to 6. In Year 2, pupils reach average standards in reading, writing and mathematics but occasionally more able pupils do not always reach their predicted targets because teaching is not always challenging enough. In the 2006 test results, pupils in Year 6 attained standards that were in line with national averages in English, mathematics and science, as is the case for pupils in the current Year 6. Pupils with learning difficulties and disabilities make satisfactory progress because they receive the individual help they need.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' good attendance reflects their enjoyment of school and their positive attitudes to learning. Relationships are very good and behaviour is outstanding. Pupils are polite and considerate, and willingly help each other, working together well in the very friendly, family atmosphere.

Pupils have a good understanding of other traditions and cultures and their roles as young citizens through their work on the Chinese New Year, links with children from Italy and fund raising events to support 'plant a tree' and 'safe water' for Africa. Those who visited Liverpool talk enthusiastically as they recall vivid images of a fashion and style of a by-gone period. They have a good awareness of environmental issues with the school council taking the lead on helping the school gain 'Eco' status through re-cycling and wildlife projects. Pupils contribute well to the local community through church and village events such as the carnival. Their excellent understanding of living healthy lifestyles means that many select healthy options at lunchtime and attend numerous sports clubs and events. The school's good personal, social and health education programme (PSHE), helps pupils understand how to stay safe and take an active role as valuable members of society. Visits and visitors from various walks of life help them gain a good understanding of life beyond the school.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching and learning are the reason for pupils' sound achievement. Staff know the pupils well and make every effort to involve everyone, ensuring they receive individual attention where necessary. Because relationships are very good, pupils are sufficiently confident to seek help whenever they need it. Lessons are well organised, with support staff fully involved in the planning arrangements. Support staff are invaluable in helping teachers organise activities that require greater supervision, for example role play for reception age children and investigations in science. However with only two classes, the wide age and ability ranges sometimes result in a few pupils making limited progress because the work is not always well matched to their abilities and they sometimes all do the same thing. In some lessons teachers do not give pupils working at different levels alternative starting points for their tasks. Teachers' expectations are not always high enough of what pupils can do and opportunities for pupils to work independently and take greater responsibility for assessing their work are limited.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Appropriate emphasis is placed on the basic skills of literacy, numeracy and information and communication technology (ICT), and so pupils attain standards in line with national expectations. Subjects are grouped in themes that make the learning more interesting for pupils but the curriculum planning does not always take full account of pupils' differing abilities, which restricts their progress in some lessons. Strategies to improve pupils' writing skills are helping to raise standards and further opportunities to promote speaking and listening skills and investigation skills in science are planned. Provision for children in the Foundation Stage and for pupils with learning difficulties and disabilities is satisfactory. Personal, social and health education (PSHE) is well integrated into the curriculum with good involvement from, for example, the public services and the local doctor. The school provides many additional activities that include guitar and flute lessons. The village hall is used well for physical activities involving large apparatus and the school works well with other schools to arrange swimming galas and other shared events. Many pupils take part in the school clubs, educational trips and residential visits.

Care, guidance and support

Grade: 3

The school's arrangements for care, guidance and support are satisfactory. Staff know the pupils and their families well and parents are very positive about the care their children receive. Pupils feel safe and happy in school and because relationships are very good, they trust adults to help them with any problems that might arise. Pupils

with learning difficulties and disabilities receive the support they need, including external advice, to help them achieve as well as their classmates. The procedures to ensure pupils' protection, safety and well-being meet requirements. The good provision for PSHE helps pupils learn how to look after themselves, approach new learning and take part in community events confidently. The school sets individual pupil targets in their literacy and numeracy and these are discussed with pupils and parents. However, the guidance teachers offer in their marking does not always help pupils recognise how well they are doing or understand how to improve their work.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher has established good teamwork and knows what needs to be done to improve the school. Provision for pupils' personal development has improved with, for example, the introduction of a school council and greater promotion of healthy lifestyles. Teachers and support staff now plan work together to ensure that lessons are relevant and well-organised. Good systems to assess pupils' progress accurately have been established, generating detailed information on every pupil. However, the school's monitoring and evaluation procedures lack rigour. For example, not enough has been done to check that teachers use the assessment information to provide pupils with the work they need to achieve their targets or that these targets fully reflect pupils' capabilities. As a result a few pupils do not achieve as well as they might.

The school's targets for 2007 and 2008 are ambitious. However, the pupils who need extra help to achieve these targets are now being identified early enough to succeed. Subject leaders have well conceived action plans, for example, to provide more opportunities for pupils to improve their speaking skills and their investigation skills in science. The school has a satisfactory capacity to improve further. Governance is satisfactory. The governors are well informed about the school's strengths and weaknesses but need to ensure that improvements result in raising achievement. Partnerships with parents and the community are good and the pupils benefit from shared activities with other schools.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 February 2007

Dear Pupils,

Winster C of E Primary School, Wensley Road, Winster, Matlock, Derbyshire, DE4 2DH

I am sure that you remember my visit to your school a little while ago to look at the work that you do and to talk to your teachers. I am writing to tell you what I found out. Thank you for making me feel so welcome and for being so friendly, polite and sensible. I particularly liked the way that you all get on with each other so well. Please thank your parents for filling in a form that gave me their views about the school. I am delighted that everyone likes the school so much. It was good meeting you and I loved watching you play in the snow, and making families of snow people and the igloo!

These are some of the good things happening in your school.

- You enjoy school, work hard and all make satisfactory progress.
- Your behaviour is excellent and you really try so hard to keep fit and healthy by doing lots of exercise and eating healthy food.
- You like your teachers and other adults who care for you and help you to learn.
- You get on well with one another and are growing up into responsible young people.
- The school council is working well.
- You have some really good trips and visitors that help you learn interesting things.

There are some things that could be even better. We have asked your teachers to:

- make sure they always give you work that will help all of you do even better at school
- check more carefully how well everything is done so that the school improves
- make sure that when they mark your work they tell you what they think you have done well and how you can improve next time.

It is really good to know that you enjoy school so much and I hope that you continue to do well.

With best wishes

Rajinder Harrison

Lead Inspector