



Winterton C of E Infant School

Inspection Report

Unique Reference Number 118020
Local Authority North Lincolnshire
Inspection number 290997
Inspection dates 25–26 January 2007
Reporting inspector Lynne Read

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

Type of school	Infant	School address	West Street
School category	Voluntary controlled		Winterton, Scunthorpe
Age range of pupils	3–7		DN15 9QG
Gender of pupils	Mixed	Telephone number	01724 732386
Number on roll (school)	197	Fax number	01724 732389
Appropriate authority	The governing body	Chair	Mrs Angela Dunkerley
		Headteacher	Mrs Elizabeth Gregory
Date of previous school inspection	1 November 2001		

Age group 3–7	Inspection dates 25–26 January 2007	Inspection number 290997
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized infant school serving the small town of Winterton and surrounding villages, close to Scunthorpe. Pupils come from a range of backgrounds. The vast majority are White British and a few have Asian heritage. When they enter the Nursery, children's development is average. The percentage of pupils who claim free school meals is around the same as in most primary schools and there is a below-average number of pupils who have learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Winterton Infants judges itself as a good school; the inspectors agree wholeheartedly and have identified some outstanding features. It has a deservedly high reputation and provides good value for money. One parent wrote, 'I feel very reassured that my child is in a safe and caring environment'. Outstanding partnerships with parents, the church, other schools and outside agencies provide many benefits to pupils' learning. Parents' and pupils' views are sought regularly; they are valued and acted upon. The full-time education for older Nursery children and earlier admission to the Reception class are examples of the school's positive response to parents' concerns.

Under the outstanding leadership of the headteacher, managers and staff are continually driving the school forward, seeking the best possible provision for pupils. Teaching is good and some is outstanding. Pupils make good progress from the Nursery to Year 2 and standards are significantly above average. There is good expertise among teachers and teaching assistants. The skills of the two experienced leading teachers are used to best advantage. Work in the Foundation Stage includes the direct teaching of groups together with exciting opportunities for children to choose their own activities.

The good curriculum is enriched by an outstanding range of visits, visitors, out-of-school clubs and other activities. It ensures that personal, academic, creative and physical skills are developed in a balanced way. Pupils are extremely enthusiastic about their learning. As one wrote, 'Our school is so special, everybody loves it'. Pupils progress well in information and communication technology (ICT) but do not have enough scope to use computer skills across the curriculum to improve independent study. The school places excellent emphasis on teaching about healthy living and provides extensive opportunities for pupils to experience responsibility. This prepares them very well for their future lives, and underpins the strong sense of community in school.

Parents commend the outstanding quality of care, guidance and support that their children receive. Pupils' personal and academic development is checked constantly and measures are taken to reduce or eliminate any factors that might get in the way of learning. Additional sessions are provided for pupils who are not meeting the expected targets or who are learning English as an additional language. As a result, learning is boosted and this is a strong influence on the good standards. Good personal development is promoted through positive strategies of encouragement and praise for effort or good deeds. Pupils learn about world faiths but their understanding of the different cultures in society is not sufficiently developed.

Improvement since the previous inspection is good, with both issues for improvement fully addressed. There is no complacency in this school and so there is good capacity to improve even further.

What the school should do to improve further

- Extend opportunities for pupils to develop their ICT skills when studying other subjects.
- Improve pupils' awareness of the different cultures in modern-day British society.

Achievement and standards

Grade: 2

Achievement is good. When children enter the Foundation Stage their development is broadly average, although it varies widely between individuals and from year to year. Children make good progress, especially in communication and language skills. The actual gains in learning depend largely on the amount of time the children have in the class which, in previous years, has varied from one to three terms. Overall, attainment is just above expectations at the end of the Reception year.

By the end of Year 2, standards are significantly above average, as shown in the results of the 2005 and 2006 tests. Small fluctuations in attainment from year to year reflect the differences in children's development on entry to school and the numbers of pupils who have learning difficulties within the year group. The good progress is due to careful assessments of pupils' needs and high expectations by teachers. The good curriculum provides a broad foundation for pupils' later education. As a result, personal, creative and physical skills are well developed. The strategy of introducing books and activities to capture boys' interest has been successful, with boys and girls now making equal progress in English. Pupils who are learning English as an additional language have good support and achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils of all ages say they love coming to school and feel safe. The good emphasis on personal education in the Foundation Stage ensures that children settle quickly, developing independence and a keen interest in learning. Pupils rise to the high expectations of behaviour and demonstrate very good self discipline by Year 2.

From early days in the Nursery, children are proud to discharge the responsibilities they are given and make an extremely positive contribution to the safe, well ordered school community. Pupils' spiritual development is excellent, reflecting the high quality of religious education and worship, together with the strong caring ethos that pervades the school. Pupils have a sound understanding of other faiths but there is scope to develop their awareness of the cultural diversity of life in Britain. Pupils know how to follow a healthy diet and keep fit by taking good advantage of the after-school clubs; this good work is recognised through a Healthy Schools Award.

Attendance is satisfactory. Staff are working hard with families to reduce the absences of a few pupils and to discourage parents from taking their children on holiday in term time.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and there are some outstanding features. Lessons are interesting and often include games, challenges or practical tasks that motivate pupils well. Relationships are very good; pupils say they like and trust their teachers. This encourages them to try hard and do their best. Information from the constant assessments of learning is used well to ensure that tasks match pupils' needs. Good 'catch-up' sessions help to boost learning for those pupils who have not made the expected progress. The setting arrangements in Year 2 allow teachers to set exacting challenges for the more able. Some teaching is inspired; linking subjects together provides good opportunities for writing, although ICT is not promoted as well.

Teachers give good, continuous oral feedback in lessons and provide very helpful comments in their marking so pupils are clear about how well they are doing and what they should do next to improve their learning. Teaching and learning in the Foundation Stage are good. Staff plan a good mixture of taught sessions alongside opportunities for children to discover things for themselves. As a result, children become inquisitive learners.

Well trained teaching assistants provide good, sensitive support for pupils who need extra help so they do well. Many have expert skills to help them provide for pupils' specific needs. Supportive parents provide good help with homework and many bring their skills into the classroom to enrich learning.

Curriculum and other activities

Grade: 2

The curriculum is good. An outstanding range of activities, visits and visitors enriches learning and helps to develop pupils' interests and talents, especially in creative and physical development. Links with the secondary school provide additional and very good sporting and fitness activities for the pupils. Except in literacy and numeracy, subjects are taught through themes which help to reinforce learning. However, planning does not identify enough opportunities for pupils to practise their ICT skills.

The good curriculum in the Foundation Stage ensures that learning gets off to a good start. The Nursery class makes continuous use of the exciting outdoor learning environment but, because of the building's design, the Reception class has a restricted space. Nevertheless, staff timetable ample sessions in the hall and playground to provide for good physical development.

Care, guidance and support

Grade: 1

This aspect of the school's work is outstanding. All adults know pupils very well and parents particularly appreciate the genuine sense of care. Thorough child protection procedures, health and safety and staff vetting arrangements are well established so pupils learn in a very secure environment. The 'caring cup' rewards help and kindness and is highly prized by pupils. A good range of other awards promote attendance, good behaviour and effort.

Pupils have good guidance, provided both orally and in their group targets, to help them improve their work. Meetings and home visits help to prepare young children for school life and further measures ensure that pupils transfer smoothly between years and to the junior school. 'Meet the teacher' sessions and curriculum meetings ensure that parents are well informed and able to help their children.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, very ably assisted by the deputy headteacher, provides outstanding leadership and is held in high esteem by staff and parents. She is instrumental in maintaining the excellent, caring ethos shared by all adults, who work enthusiastically as a strong team. She constantly leads the drive for excellence, finding innovative solutions to issues that arise.

The school reviews its performance thoroughly and regularly. Managers and staff know its strengths and where it needs to improve. The subject managers' roles are developing well, especially their involvement in the monitoring of standards. The leading teachers for literacy and numeracy, for example, promote good classroom practice by giving practical help and advice for colleagues. The senior and assessment managers and leading teachers keep an accurate check on pupils' progress. They provide additional support where pupils are not making the expected gains and extra challenge for the more able. This good cycle of review and action has helped the school to maintain good standards although children's development on entry has been falling.

The strong sense of pride in school is reflected in the high quality of the learning environment, excellent displays of children's work, good administration and maintenance. The governors are a very strong, well-informed and highly supportive group. They work closely with the headteacher, staff pupils and parents in decision-making processes, ensuring that all views are considered. The Friends of the School raise much needed funds for additional equipment and ensure that the school maintains a central place within the local community.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Winterton CofE Infant School

West Street

Winterton

Scunthorpe

DN15 9QG

25 January 2007

Dear Children

Thank you very much for the very warm welcome, including the lovely song you performed, and for helping my colleague and me when we came to visit your school. I would like to tell you what we found out.

Winterton Infants is a very happy school. Your behaviour is good and you take really good care of each other. Your teachers and families can be proud of you. You love your learning and get involved in the many clubs after school.

Your headteacher and staff work very hard to make sure you are safe. You like your teachers, enjoy your lessons and try hard. Please thank your parents for sending us lots of replies to the questionnaire. They are very pleased with the school and have hardly any criticisms to make. They especially like the way that your teachers care for you and are always ready to talk with them and tell them how well you are doing.

You make a good start to your education in the Nursery and Reception classes and learn a lot. Your progress in the infants is also good. You have lots of opportunities to practise your reading and writing during your lessons. We think it would help if you had as many opportunities to practise your computer skills. You learn about different religions but are not so sure about how people's beliefs and backgrounds affect their everyday lives. We think this would be useful for you as you grow up and meet lots of new friends. Your teachers agree with our thoughts and will be making some changes. You can help to maintain the good standards and friendliness in school by continuing to work hard and being so cheery.

Thank you once again for the interesting conversations we had and for letting us know your views so clearly. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

(Lead inspector)