

# Winthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	122682
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	292477
<b>Inspection date</b>	6 June 2007
<b>Reporting inspector</b>	Susan Aldridge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Michelle Cammack
<b>Headteacher</b>	Mr Gary Walker
<b>Date of previous school inspection</b>	11 March 2002
<b>School address</b>	Thoroughfare Lane Winthorpe Newark NG24 2NN
<b>Telephone number</b>	01636680060
<b>Fax number</b>	01636680060

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small oversubscribed school that serves the village of Winthorpe and surrounding area. Pupils are mainly White British and all are English speaking. Their socio-economic circumstances are favourable. The proportion with learning difficulties and disabilities is below average and no pupil has a statement of special educational need. Pupils' attainment on entry is above average. The school's work has been recognised by the award of the Sports Activemark Gold and the National Information and Communication Technology (ICT) Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Winthorpe is a good school with some outstanding features. It has an accurate view of its strengths and weaknesses and provides good value for money. It owes much of its success to excellent leadership and management. The headteacher, staff and governors work exceptionally well as a team to provide high standards of education and care. The curriculum is outstanding. It is particularly effective in promoting pupils' personal development, which is outstanding. The headteacher has led the school most effectively by establishing a set of core values that inform everything the school attempts. These are well known, embraced by all and are much evident in all aspects of school life.

Pupils enter the school with knowledge and skills above those expected. Good provision in the Reception class ensures that they make good progress. By Year 6, standards are well above average, indicating that pupils make good progress and achieve well in their time at school. Pupils' good achievement is the direct result of good teaching, their own excellent behaviour, the school's strong pastoral care and support and a thoroughly enjoyable curriculum. Pupils in Year 6 do particularly well in reading and mathematics, and many reach the higher Level 5. The school has recognised that not as many pupils reach the higher level in writing and science and it is working to improve this.

Relationships throughout the school are excellent, creating a most harmonious family atmosphere in which pupils of all ages flourish. They thoroughly enjoy school, particularly their relationships with teachers, and attendance is good. They are taught well about healthy lifestyles, and participate enthusiastically in a wide range of sporting activities. They have an excellent grasp of how to maintain personal safety. All pupils make an exceptionally good contribution to the school and the wider communities. By the time pupils leave school, they are well on their way to being responsible citizens with a high level of basic skills, knowledge and qualities that equip them most effectively for future working life.

There is an active parents and friends association, and parents regularly help in school. Most parents are positive about the school and they appreciate the provision it makes for their children. Although there are good opportunities for parents to express their views, a few do not feel these are listened to. The school has a high profile in the village and is establishing most effective links with businesses as part of its drive to make learning enjoyable and promote citizenship.

Self-evaluation is good. The school involves all that it should in this process and seeks the views of all stakeholders, including the secondary schools that pupils go on to. The staff and governors are able to identify correctly what the school needs to do to improve further. The improvement plan includes all the right priorities for development but does not support these with measurable success criteria. This limits the school's ability to evaluate the success of developments. Nonetheless, there has been good improvement since the last inspection and the school's capacity for further improvement is also good.

### What the school should do to improve further

- Increase the proportion of Year 6 pupils who reach Level 5 in science and writing.
- Strengthen development planning and self-evaluation by including precise targets and clear success criteria in the school improvement plan.

## **Achievement and standards**

### **Grade: 2**

All pupils make equally good progress and standards are well above average by Year 6. The school has as its core value to 'reach for the stars' and this encourages them to set challenging targets for raising achievement, however, these are usually narrowly missed. By Year 2, standards are above average overall and pupils do particularly well in reading. In the 2006 Year 6 national tests, overall standards were well above average. They were well above average in English, mainly because standards in reading were so high. Far more pupils reached the higher Level 5 in reading than they did in writing. Standards in mathematics have been well above average for the past three years. In 2006, all Year 6 pupils reached Level 4 and almost twice as many reached Level 5 as did nationally. Pupils do not do as well in science, although their achievement is satisfactory; this is because not as many reach the higher level. The school is aware of this and is working on improving standards, particularly in investigative skills. The school's assessment information shows that pupils now in Year 6 are on course to reach similarly high standards this year.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are delightful and so is their enthusiasm for school. Behaviour is exemplary and pupils are highly articulate and very well mannered. Attendance is good, though a few families take holidays in term time. The school readily recognises the achievements of all its pupils, so it is able to ensure that they grow in self-confidence. Pupils' thorough understanding of other cultures fosters tolerance of differences. Most pupils understand the importance of leading a healthy lifestyle and physical activities are popular. Through the mixed-age 'Rainbow' groups, pupils establish wide friendships and the ability to work constructively with others. All understand the core values of 'citizenship' and 'shared responsibility' so pupils look after one another and all take their many responsibilities seriously. These include being peer mentors and school councillors, writing the school newsletter and growing vegetables for school lunches. Pupils contribute well to village life and raise funds for charities. The pupils develop a good understanding of the world of work because the school links constructively with businesses. Older pupils leave school with high standards in literacy, numeracy and ICT, and have well developed teamwork skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching, learning and assessment are good. Teaching ranges from satisfactory to outstanding, and reflects the school's core values by making sure that learning is 'fun' and is a 'shared responsibility'. As a result, pupils enjoy lessons greatly and learn to work together. For instance, pupils in Years 3 and 4 learned about the feudal system by playing a memory game in teams, taking turns to look briefly at an organisational chart and then share what they could recall and record with their group. Pupils' excellent behaviour means that learning is rarely interrupted. Timed tasks are used to give a sense of urgency and ensure that pupils make swift progress. Pupils are confident learners because staff show that they value and respect them. Effective use of good assessment information and a wide range of tasks and questions mean that individual

needs are met well. Teaching assistants ensure that pupils have the right amount of help. Teachers recognise the need to involve pupils more in self-assessment. Where this is best developed, pupils say that they can see how much they have learned in each lesson by assessing their competence and confidence at the start and end of each session.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an outstanding range of learning experiences. Individual needs are met very well. For example, there are speech therapy programmes for pupils who need these and additional experiences for gifted and talented pupils. For a small school, enrichment is outstanding. Every topic has a visit associated with it. For instance, a trip to Cadbury World forms part of the topic on Mexico. Constructive links with the community bring adults with expertise into school and add to pupils' experiences. Pupils in Years 5 and 6 are remodelling the grounds at the front of the school in association with local landscape architects. Teams are responsible for different aspects, including finding sponsors, and members of the design team work on computers in the company offices to assist their design process. Teaching staff give their time once a week to provide a wide range of sports clubs and there is a residential each year for the oldest pupils. 'Rainbow' groups twice a week provide an opportunity for every single pupil to contribute to the school community.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support. This aspect of its work is underpinned by the excellent relationships that exist. A readiness to show responsibility for one another really is a consistent quality throughout the school. Pupils say there is no bullying and very little discord, so they feel safe in school. 'Rainbow' groups support transition through the school as pupils of all ages mix and get to know each other well. Arrangements for safeguarding pupils meet requirements. The headteacher has had basic child protection training, but has not yet attended the additional training now required for child protection coordinators, although this is booked for later this term. Good account is taken of pupils' views and changes are made as a result. Pupils' progress in every subject is carefully tracked and support is provided when necessary. Pupils with learning difficulties and disabilities and those who are gifted and talented have individual education plans which identify targets for them to work towards. Targets are set for all pupils in English and the school is moving towards adoption of this approach in other subjects. Pupils and parents know what the targets are because they are written into home-school books, which are popular with parents.

## **Leadership and management**

### **Grade: 1**

Leadership and management of the curriculum are outstanding and so is governance. Governors are supportive and fully involved in the processes of school evaluation and development. The headteacher has led the development of a curriculum that links subjects together to make learning meaningful and highly enjoyable for pupils. Partnerships have been forged to give pupils opportunities that would not be possible otherwise. Subject leaders and their link governors keep a close eye on plans to ensure that requirements are met. They also monitor standards in every subject to ensure that they are not slipping and adjust topics accordingly.

Leadership roles are widely shared, and staff feel empowered by the training opportunities that are provided to help them develop their skills and confidence further. Teamwork is highly developed. The headteacher, subject leaders and governors all monitor teaching and learning and are very well informed about standards in every subject. Good self-evaluation enables the school to identify areas that need to be improved, and informs improvement planning. However, evaluation of the effectiveness of developments is limited by the lack of clear criteria for success in the plan.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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	1

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
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

7 June 2007

Dear Pupils

Inspection of Winthorpe Primary School, Newark, NG24 2NN

Thank you all very much for making me so welcome in your school, and especially to those who spoke to me about school life. I thoroughly enjoyed my day with you. I came to see how well you are all getting on and to see whether there is anything that could be done to improve the school.

I agree that yours is a good school. It is very successful at achieving its core values. There are some things that are outstanding. Most importantly, you are all developing very well as young people. Your behaviour is excellent and this helps you to learn. Everyone gets on so well together that the school is a very pleasant place to be. I was very impressed with how much you all enjoy school and your enthusiasm for everything you do. This is because Mr Walker and the staff provide such an excellent variety of experiences for you.

You have lots of exercise at school. Many of you make healthy choices at lunchtime, although in a few cases your packed lunches could be healthier. It was good to hear that there is no bullying at all and that you feel safe in school. You all do such a lot for each other, such as writing the newsletter, being mentors or growing vegetables. The Year 5 and 6 pupils who are re-designing the front of the school are learning a great deal about the world of work and all of you are exceptionally good at working with one another. You are all making good progress in your school work, because the teaching is good and you all behave so well in lessons. The staff take good care of you too, and make sure that you have help if you need it. Most of your parents are very happy with the school too.

I have asked the staff to do two main things. They are already working hard to make sure that more of you reach Level 5 in science and writing by Year 6. They are also going to include in the school's development plan clearer information about how they will measure the success of improvements that are made.

I wish you all the best for the future.

Mrs S Aldridge

Lead Inspector