



# Winsley Church of England Voluntary Controlled Primary School

## Inspection Report

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**Unique Reference Number** 126371  
**Local Authority** Wiltshire  
**Inspection number** 293539  
**Inspection date** 6 February 2007  
**Reporting inspector** Lorna Brackstone

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 address</b>	Tynning Road
<b>School category</b>	Voluntary controlled		Winsley
<b>Age range of pupils</b>	4-11		Bradford-on-Avon BA15 2JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01225 863365
<b>Number on roll (school)</b>	129	<b>Fax number</b>	01225 863525
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Robin Davies
		<b>Headteacher</b>	Simon White
<b>Date of previous school inspection</b>	4 March 2002		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a small village school where nearly all pupils are White British. The attainment of most children starting school is above that typically found for this age group. The school has a new headteacher, who has been in post since January 2007.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which has the capacity to get even better. Following disruptions to the leadership it is now moving forward with good leadership and management. The new headteacher is astute and his wealth of previous experience is enabling him to accurately identify ways to move the school forwards. Parents regret the staffing disruption of the past year but their views are summed up by one parent who wrote, 'The new head has started well at Winsley School. He seems to have some innovative ideas and the confidence to implement them'.

Strong provision helps Reception children make good progress, with most of them exceeding the expected levels by the time they start Year 1. The good progress continues across the school, with pupils reaching standards that are significantly above the national average by the end of Years 2 and 6. Pupils are well prepared for the next stage of their education. However, the school has recognised that achievement in mathematics and science is not as good as in English. This is because pupils have not had enough opportunities for 'hands on' activities in these subjects. In addition to this the school policy on progression in the teaching of some mathematical skills has not been clear.

Personal development, including their spiritual, moral and social development, is good. Pupils enjoy school and this is reflected in the good attendance rates. They have positive attitudes towards their work and are enthusiastic about most aspects of school life. Behaviour is good. Pupils work together and contribute positively to the school community. They are well motivated by the good curriculum, which is enriched by interesting outings, including the very popular residential visit to Devon, and a wide range of after-school activities. Whilst the curriculum includes the study of different cultures and faiths, pupils are not sufficiently well prepared for living and working within the cultural diversity of modern-day life.

The quality of teaching and learning is good. The main reason for this, as the school council explained, is that 'teachers make learning fun'. Pupils particularly appreciate the approachability of staff, who support and guide them well both pastorally and academically. Pupils feel very well cared for and fully understand the benefit of the opportunities available for them to exercise regularly and eat sensibly.

### What the school should do to improve further

- Improve achievement in mathematics by increasing the consistency in the teaching of key skills.
- Ensure that pupils have more opportunities to undertake practical investigations in both science and mathematics.
- Increase the range of opportunities for pupils to be better prepared for living and working in a culturally diverse world.

## **Achievement and standards**

### **Grade: 2**

Children get off to a good start in Reception and exceed expectations by the end of their first year in school. From this strong foundation, pupils' overall achievement is good throughout the school, as reflected in the significantly above-average standards attained at the end of Years 2 and 6. Achievement in English is exceptionally high because teaching is good and pupils have targets that help them to know what to do to improve their work. Achievement in mathematics and science is satisfactory and the school has rightly identified these as areas for development. Pupils with learning difficulties and disabilities achieve well in relation to their individual targets because they are well supported.

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

### **Grade: 2**

Because pupils achieve well they are confident and have high aspirations for the future. Pupils are keen and eager to learn and really enjoy what the school has to offer. They know how to keep safe and secure and have a good insight into understanding how exercise and balanced eating habits keep them fit and healthy. Pupils are self-assured and know their opinions are valued through the work of the school council. This is particularly evident when they are involved in interview processes such as that for the newly appointed headteacher. Behaviour is good and the strong family ethos that pervades the school enables pupils to have a good understanding of their responsibilities within their own community and further afield. For example, children coach each other during paired reading sessions or when working together on the computer. They take an active role in family services in church and sing carols to the residents of a local senior citizens home each Christmas. The whole school very eagerly contributes to fund-raising events for charities both at home, for the local hospice, and for children less fortunate than themselves in Dominica. However, their awareness of the cultural diversity of modern-day living is less well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils benefit from the strong relationships that staff develop with them, which helps them feel secure and confident enough to 'have a go'. This is most noticeable at the beginning of lessons when the pupils keenly respond to the good range of challenging questions. Lessons are well planned, teachers manage their time well and good use is made of interactive whiteboards. Humour is used well to make the learning interesting and motivating. This ensures, that pupils are keen to learn. Teaching assistants are used well to support pupils' progress. Teachers generally have good subject knowledge.

The school is ensuring this is also evident in the teaching of key mathematics skills through the development of clear policy guidance on progression.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a relevant curriculum meeting the needs of all pupils. It has been identified that the pupils need to have a greater understanding of the skills they are learning and how they might use them in the future. The school has introduced a more practical and investigative approach to mathematics and science and is beginning to make some useful links across subjects. The opportunity to learn a modern foreign language and the rich and varied programme of sporting and musical activities help to promote pupils' social skills well, enabling them to successfully participate within their own school community.

## **Care, guidance and support**

### **Grade: 2**

The vigilance of staff ensures that pupils are well cared for and kept safe. All procedures are in place to ensure child protection. Staff are very knowledgeable about pupils' individual needs and provide good support and encouragement. For example, good work or exceptional behaviour is rewarded by 'star treatment' which includes the privilege of using a special pencil and the wearing of a medal. Thoughtful induction procedures and good links with parents and other schools help to ensure smooth transitions and transfer. The pupils' educational well-being is a high priority for staff. Their progress is regularly checked and extra help is given to those individuals who need it. Pupils receive support on how they can improve their work in English and are set realistic targets. However, this is not yet evident in mathematics and science.

## **Leadership and management**

### **Grade: 2**

The headteacher has quickly engaged with staff, governors and parents, and this good rapport is enabling the school to move rapidly into a new stage of development. The comprehensive improvement plan, which accurately reflects the priorities for the school, has established a clear vision for the future of the school and this is shared by the strong team of staff and governors. Procedures for monitoring and tracking pupils' progress are secure and intervention is swift when required. The previous headteacher raised the profile of subject leaders and the current head is fully supporting this raised profile and their rigorous analysis of strengths and areas for development has already resulted in the strengthening of policy to ensure consistency in the teaching of some mathematical skills. Governors effectively use their professional expertise to support the senior staff and are establishing a good understanding of evaluating the work of the school.

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## 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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2
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	2

### 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>	2
<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.



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Thank you very much for making me so welcome at your school and a special thanks to the pupil council who told me all about life at Winsley School. You go to a good school which is making rapid improvements because, after a period of changes, key staff are now firmly in place.

All your teachers do a good job and help you to make good progress throughout the school leading to the very high standards reached at the end of Years 2 and 6. I noticed that you particularly enjoy lessons that are fun and you really like it when your teachers share a joke with you. Achievement in English is impressive but it could be better in mathematics and science if you did more practical work and mathematics lessons were more consistent in what you were taught. You learn about some interesting things. I enjoyed looking at your Aztec writing, designs for a jumper, Egyptian masks and your paintings in the style of Lowry.

You are proud of all the after-school activities you are involved in and enjoy the trips out of school, particularly the residential ones when you stay away from home for a few nights! I was very impressed with your detailed knowledge about keeping fit through your PE lessons and during 'Huff and Puff' sessions in the playground. Whilst you learn about different cultures and faiths in lessons, I have asked the school to prepare you better for living in our own multi-cultural society.

I was impressed with the way you behaved so well in the playground. It was lovely to see how you sensibly decided whether to play board games, skip or join in a game of football. You feel safe and cared for because the school looks after you well and there is always someone available to help you with a problem or concern.

The adults in charge of the school are leading and managing the school well.

Once again thank you for your help. Keep doing your best and working with the adults to make sure that Winsley remains a good school.