



Winshill Primary School

Inspection Report

Unique Reference Number 134777
Local Authority Staffordshire
Inspection number 294170
Inspection dates 8–9 January 2007
Reporting inspector Susan Walsh

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

Type of school	Primary	School address	Brough Road
School category	Community		Burton-on-Trent
Age range of pupils	4–11		DE15 0BT
Gender of pupils	Mixed	Telephone number	01283 239485
Number on roll (school)	145	Fax number	01283 239485
Appropriate authority	The governing body	Chair	Michael Duffill
		Headteacher	Darren Marklew
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 8–9 January 2007	Inspection number 294170
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is a smaller than average village primary school. It recently opened following the amalgamation of infant and junior schools. A new headteacher has been appointed. The school serves a relatively disadvantaged area on the outskirts of Burton on Trent. Most pupils are of White British heritage. The proportion of pupils who take free school meals is just above the national average. The proportion of pupils with learning difficulties is above the national average. Nursery and Reception classes are in temporary accommodation until the new Nursery unit is completed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005 HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all circumstances it could be reasonably expected to perform. The School is given a notice to improve. Despite recent improvements, Winshill Village Primary School is not providing an adequate education for its pupils. Significant improvements are required to the achievement and standards reached by pupils and the quality of teaching and learning.

The school's effectiveness is inadequate. However, a wind of change is sweeping through the school and staff are eagerly embracing new ideas. They work well as a team and have a clear commitment to improvement. This, together with secure self-evaluation and recent improvements to pupils' attitudes and behaviour, curriculum, care and management procedures, demonstrate a satisfactory capacity to improve.

Difficulties with accommodation for the Foundation Stage are being managed well. Provision in the Foundation Stage is satisfactory. An interesting range of activities combined with appropriate adult support ensure that children make satisfactory progress. In Years 1 to 6, achievement and standards are inadequate. By the time pupils reach Year 6, standards are far too low in English, mathematics and science.

The school has responded very well to recent external support and this has improved the quality of teaching but teaching and learning are still inadequate. Work is not always well matched to pupils' needs and there is insufficient challenge for middle and higher attaining pupils. Expectations are not high enough. Personal development and well-being are satisfactory. Pupils enjoy school. Parents, pupils and staff recognise that standards of behaviour have improved significantly and pupils now come into lessons ready to learn. Pupils feel safe because they know their teachers respond well to their concerns.

Leadership and management are satisfactory. Parents and staff have well-placed confidence in the strong leadership and clear sense of direction provided by the headteacher. As one parent said, since the arrival of the new headteacher, 'the overall management of the school has improved immeasurably'.

Careful checks are made on the school's performance by the headteacher. However, not all staff with management roles have the same depth of understanding of the school's weaknesses, particularly standards and achievement and teaching. The curriculum is satisfactory. Subject planning has improved and there is more effective use of time. Care, guidance and support are satisfactory and procedures to ensure pupils' well-being have been improved. Relationships are very good and the school provides high standards of personal care. Better tracking procedures have allowed the school to identify where pupils underachieve, and well-focused support for pupils with learning difficulties has resulted in these pupils making satisfactory progress.

What the school should do to improve further

- raise standards in English, mathematics and science throughout the school
- improve the overall quality of teaching by ensuring that lesson activities are matched to the needs of all pupils so that all pupils do as well as they should
- develop the management roles of all staff so they have a better understanding of their role in raising standards and achievement

Achievement and standards

Grade: 4

Children start the Foundation Stage with standards that are well below average. Children make satisfactory progress, with good progress in their social skills. When pupils enter Year 1, standards are well below average and the skills associated with communication, including reading and writing, are particularly weak. Achievement is inadequate in Years 1 to 6. Pupils with learning difficulties make satisfactory progress towards their individual targets because they receive appropriate support. However, many other pupils across the range of abilities make insufficient progress. This is because teaching is not good enough to bring about the required improvements in standards and rapid acceleration in rates of progress. The work set for middle-attaining and higher-attaining pupils is often not demanding enough and as a result, they 'coast' in their learning. Too many pupils leave the school not having achieved acceptable standards in English, mathematics and science.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Parents, pupils and staff recognise that pupils' behaviour has improved. This is because all staff consistently apply the new behaviour policy and lessons are becoming more interesting. Younger pupils often enter the school with weak social skills and this is reflected in their restless behaviour in lessons. Older pupils now behave very well in lessons and this is helping learning. Pupils who exhibit challenging behaviour are managed well but some boisterous behaviour was seen outside lessons. Pupils enjoy school and attend regularly. They talk excitedly about art, physical education and music lessons. Singing in assembly is a high point and pupils of all ages join in enthusiastically. Pupils are aware of health issues, such as the need for a balanced diet and exercise. They participate enthusiastically in physical education lessons and extra-curricular physical activities. The school council is in its infancy but members are already thinking about ways to encourage other children to be healthy, for example installing water fountains. Opportunities to give pupils extra responsibilities are sometimes missed and pupils' contribution to the school and wider community is satisfactory. Many pupils do not acquire acceptable standards in the basic skills of reading and numeracy and as a result, they leave the school with inadequate preparation for later life.

Quality of provision

Teaching and learning

Grade: 4

Although teaching is inadequate, it is improving because teachers have access to better training and take on board external advice. For example, teachers are now clearer about what pupils are expected to learn in each lesson and this is communicated to pupils in child-friendly language that enhances understanding. There are pockets of good teaching where children are actively involved in learning. For example, when children had fun acting out how the ear works, they were able to remember a sequence of events well. Relationships with pupils are very good and pupils develop the confidence to ask questions as well as answer them. Pupils appear to make satisfactory progress in many lessons, but it is very evident from pupils' work and both internal and external tests that pupils do not make enough progress over time. This is because work is not always well matched to pupils' needs and teachers' expectations of middle and higher attaining pupils are too low. Teaching assistants are used effectively and do a particularly good job of supporting pupils with learning difficulties, helping them to make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced. Activities in the Foundation Stage generally meet children's needs well but the lack of outdoor provision makes it difficult for the school to successfully promote children's physical development. There have been very recent improvements to subject planning but what is planned is not always effectively delivered. Restructuring of lesson times is helping pupils concentrate for longer periods. The curriculum for pupils with learning difficulties is carefully planned to meet their needs. The good programme of personal and social education is supporting improvements in pupils' personal development. There is good provision for information and communication technology and pupils are proud of the skills they are developing in this area. There are a good range of enrichment activities including sporting activities, homework clubs, visits and visitors.

Care, guidance and support

Grade: 3

Good individual care contributes significantly to pupils' enjoyment of school and personal development. Procedures to guarantee the pupils' welfare have improved and are well implemented. Vulnerable pupils, including those with learning difficulties, are quickly identified and effectively supported. This is helped by good links with external agencies. Pupils are in no doubt that they can approach staff with problems. Both children and parents say that the headteacher is particularly helpful. This helps children develop confidence. The school has only just introduced monitoring of pupils' academic progress and this confirms the extent of underachievement. Target setting

is improving and most pupils know their targets but teachers do not always refer to targets in lessons or in their marking. Risk assessments are in place but are not always sufficiently thorough. Safeguarding procedures have only very recently been improved to meet government expectations.

Leadership and management

Grade: 3

Satisfactory monitoring and self-evaluation have ensured that the headteacher is very aware of the school's strengths and weaknesses and has carefully thought out plans designed to address the important issues that face the school. Many essential policies and management procedures have been put in place and are starting to enhance provision. Monitoring of teaching is satisfactory but insufficient focus on learning results in a mismatch between the schools' accurate view of standards and achievement and the school's more positive view of teaching. The management of provision for pupils with learning difficulties is good. The involvement of other staff with management responsibilities in the checking of standards, achievement and teaching is limited. Most of the significant improvements that have been identified have been brought about by the headteacher. The school's recently developed strategies for improving writing have not had time to impact on standards. Governors meet their statutory duties and are very supportive of the school but are not experienced enough to provide rigorous challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
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?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
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	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and polite when we visited your school. We liked talking to you and enjoyed our chat with the school council. We are pleased that you like school and we know that most of you work hard. You clearly enjoy your visits to interesting places and you told us that you like your PE, art and music lessons best. We particularly enjoyed listening to your lovely singing in assemblies. It is good that you are trying hard to eat healthily and enjoy exercise. Your teachers and your parents told us that your behaviour has improved – well done!

There is a lot to do to make your school as good as it should be. At the moment, you are not reaching high enough standards in English, mathematics and science. We have asked your teachers to improve teaching and to help you do much better in your lessons by providing work that stretches you and makes you think hard.

The headteacher is doing a good job in running the school and all the staff are working very hard to try to improve your school. We have asked some of the other teachers to develop their management skills so they can help your headteacher even more. We know that you will help your teachers to make your school even better. I have taken away lots of good memories of your school.

Best wishes for the future