

# Windwhistle Primary School

## Inspection report

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<b>Unique Reference Number</b>	109099
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309879
<b>Inspection dates</b>	15–16 October 2008
<b>Reporting inspector</b>	Graeme Bassett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	423
Government funded early education provision for children aged 3 to the end of the EYFS	107
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Foster
<b>Headteacher</b>	Lyn Hunt
<b>Date of previous school inspection</b>	23 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Kingsley Road Weston-super-Mare BS23 3TZ
<b>Telephone number</b>	01934 629145
<b>Fax number</b>	01934 413236

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than usual primary school. This school draws most of its pupils from its immediate neighbourhood. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above average. The Early Years Foundation Stage (EYFS) consists of the two Reception classes in the main building and a Nursery class (3 to 5 years) opening for a morning and an afternoon session. The governors are responsible for the breakfast and after-school clubs organised for pupils in the school. There is a local authority Nursery (0 to 3 years) operating in the same building as the school's Nursery class. The school has recently been awarded the following main awards: Active Mark, Healthy Schools award, Investors in People and a Leading Aspect award for the work in Removing Barriers to Learning.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an excellent school. The leadership and management of the school are outstanding. The headteacher is the strong driving force behind the school, and with her and senior leaders' exceptional determination, the school continues to improve. As a result of robust guidance, there is a rigorous direction to raise expectations and to strive for the very best for the pupils. Recent improvements to the quality of education generate a true feeling of pride in the school's accomplishments. There is a resounding enthusiasm for learning and, as a result, pupils' confidence is growing rapidly. They enjoy school very much. These extremely positive attitudes are steadily spreading to parents and are helping to create good community cohesion. Many parents say this is a wonderful school.

The school expresses some concern that pupils' aspirations are often very low. However, it is evident that this situation is improving. Whole-school endeavour is raising standards and has already developed an exceptionally high quality of care, support and guidance for all pupils. They readily demonstrate an exceptional attitude towards each other and their personal development and well-being are excellent. The school ensures that all pupils are included in all the school does and values each one's efforts. The curriculum is very effective, and imaginative cross-subject links inspire pupils to get enjoyment from learning. The setting arrangements for English and mathematics are very effective but very occasionally there are missed opportunities to increase the scope of the curriculum to fully extend the more able pupils. Attendance has improved steadily over the last few years and is now average. Pupils make an outstanding contribution to the school community. They have an outstanding understanding of how to adopt a healthy lifestyle and have good knowledge of how to stay safe, knowing that there is a need to avoid taking risks. The pupils' spiritual, moral, social and cultural development is outstanding.

Standards are broadly average and achievement is good. Children enter the EYFS with very low levels of skills, especially in literacy and personal and social skills. These have declined over recent years. Because of good teaching throughout the EYFS, children make good progress by the time they enter Year 1 but their skills are well below expectations. The school sets extremely challenging targets for most pupils. These high expectations result in pupils, especially the older ones, making rapid progress by the end of Year 6. Standards steadily improve as pupils move up the school. Because of good teaching and learning, standards at the end of Year 6 last year rose to the national average and were the best for many years. The proportion exceeding the expected Level 4 in writing was higher than average. Pupils' progress in Year 6 is currently good and, in some instances, very good from their lower than typically expected starting points when they entered the Reception class. Currently, standards in English, mathematics and science are broadly average. Leadership and management responsibilities are delegated extremely well. Leaders and managers at all levels have an extremely clear understanding of their roles and, because of this, standards, achievement and pupils' attitudes are improving rapidly. The dedication of teachers and learning support assistants, including those involved in innovative roles to support pupils with learning difficulties and/or disabilities and through the nurture groups, is excellent. Leadership and management of the EYFS are good, ensuring good provision in the Nursery and Reception classes. The governing body provides good leadership and management and gives good support to all staff and pupils. Throughout all levels of leadership and management, the school has an extremely clear understanding of how to raise standards

and achievement further, and because of the extremely clear vision for improvements, the school has outstanding capacity for the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The EYFS is well led and managed with a commitment to continued improvement and a passion shared by all staff to ensure that every child succeeds. When starting in Nursery many children need determined efforts by staff to improve their communication, language and literacy skills and their personal and social skills. Because of exceptional care, support and guidance, children settle quickly to the routines of school. The care and support given to them in the happy environment of the breakfast and after-school clubs also enhance their development extremely well.

The outdoor provision for children in the Nursery is a particular strength. With carefully planned indoor and outdoor activities, children in the Nursery quickly take responsibility for what they do and learn. The school correctly identifies the need to develop similar outdoor facilities in the Reception class because children's opportunities to make choices in these classes are restricted. Nevertheless, good provision and good teaching throughout the EYFS have a very good impact upon children's overall development. By the time they enter Year 1, their personal development and well-being are outstanding and they achieve well in all areas of learning. Nevertheless, their skills in general are well below levels expected.

### **What the school should do to improve further**

- Make certain that the curriculum is refined fully to make the most of opportunities to extend the skills and knowledge of the higher attaining pupils, especially when they are grouped for English and mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress throughout Years 1 and 2 and, because of good teaching, standards continue to improve. Nevertheless, by the end of Year 2 standards are still below average in reading, writing and mathematics. Throughout Years 3 to 6, the pupils work with even more determination, and progress accelerates particularly well as they reach the end of Year 6. Pupils currently in Year 6, who started in the Reception class with skills below the levels expected for their age, are making good progress. As a result, standards by the end of Year 6 are now average in English, mathematics and science and significant improvements are evident in the increased proportion of pupils reaching the higher Level 5. Pupils with learning difficulties and/or disabilities make good and often excellent progress. Pupils for whom English is not their first language make very good progress as they quickly begin to speak English.

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

### **Grade: 1**

This outstanding achievement is rooted in pupils' development as independent thinkers, who are not afraid to challenge ideas and support their own viewpoint. They have a clear idea of what is right and wrong, together with a very mature view of the complexity of moral issues. They respect the views of others and treat each other with a strong degree of care and courtesy. As a result, pupils feel safe at school. They act as mediators, and are effectively involved in a

range of other activities in the community, for example, planning a new play area as part of a major community project. Pupils' understanding of the diverse customs and traditions of people in British society are excellent. With sustained concentration and good progress, the school prepares pupils well for their future economic well-being. Behaviour is excellent and contributes strongly to the good atmosphere for learning found in classrooms. A very small minority of pupils receive critical comments from their peers for occasionally using inappropriate behaviour or unacceptable language.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall with some aspects that are outstanding. For example, extremely good questioning techniques encourage pupils to explain their thinking and to offer answers. Planning of the themes is imaginative. This excellence was seen with the visit of a Macbeth witch and a Roman soldier, both bringing enjoyment to history lessons. In a Year 6 literacy lesson, a video clip from 'Goodnight Mr Tom' gave particular purpose to pupils' speaking and listening development before they began writing. Teachers are very confident in the management of their classes and all use interactive whiteboards very well to stimulate learning. Many pupils are encouraged to assess their own work but some teachers could do more to encourage pupils to respond to the comments written in their books to show they have understood what they have been taught.

### **Curriculum and other activities**

#### **Grade: 2**

The school offers well planned opportunities for pupils to use their literacy, numeracy, and information and communication technology (ICT) skills across other subjects in meaningful ways. The curriculum planning is very effective. The school recognises the importance of creating stimulating opportunities, and topics are preceded with a special experience called a 'wow' event. For example, a visit to a zoo launches the topic about animal habitats. However, very occasionally some areas of the curriculum are not yet fully refined to further extend the skills and knowledge of the more able pupils. This is particularly so when pupils are set for English and mathematics. The good range of well attended extra-curricular activities, including a residential visit, other visits and clubs, provides strong opportunities that enhance pupils' personal and social development effectively. As a result, pupils are becoming resilient and resourceful learners who are prepared well for their future.

### **Care, guidance and support**

#### **Grade: 1**

The school takes excellent care of all its pupils, especially those who come with significant social, emotional or other barriers to learning. The work done to remove these barriers by the learning mentors, the inclusion worker, learning support assistants (LSA) and the special needs coordinator, often with the assistance of outside agencies, is excellent. Everything possible is done to ensure that the pupils understand how to adopt a healthy lifestyle. Most teachers provide well thought out guidance to pupils, especially those with learning difficulties and/or disabilities, so that they understand what they have to do to improve. Outstanding assessment records are maintained to track each pupil's progress and ensure that everyone does as well as

they should. The school uses extremely challenging targets to raise standards and achievement and these have a good impact.

## **Leadership and management**

### **Grade: 1**

The headteacher, supported extremely well by senior staff, makes an outstanding contribution to the leadership and management of the school. Leaders and managers at all levels of the school willingly undertake responsibilities. They provide outstanding support and guidance for the development of their areas and subjects. The monitoring procedures are exceptionally good and the school's self-evaluation is accurate and exceptionally good. The governors have a good understanding of their responsibilities and fulfil the statutory requirements well.

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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	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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear children

Inspection of Windwhistle Primary School, Weston super Mare, BS23 3TZ

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your school. We found that your school provides you with an outstanding education and that you do some very exciting things. There is a good team spirit in your school. It is a happy place and the whole school is improving in all that it does. Well done!

These are the things that are particularly strong in your school.

- Your headteacher provides outstanding leadership and management to the school. The teachers and other staff in your school support your headteacher exceptionally well.
- Throughout the school, staff have high expectations and very clear ideas of how to bring about improvements. As a result, it is an excellent school.
- The teaching is good and teachers plan very interesting tasks for you.
- Your teachers give you excellent encouragement to answer questions and, because of this, you make good progress in all classes and your work is improving. At the moment, your standards improve as you move up the school and by the end of Year 6 they are about average.
- You are all developing excellent attitudes towards your work and towards each other.
- You have an outstanding understanding about how to remain healthy and to keep safe.
- You are very polite and most of you behave exceptionally well.
- Staff look after and care for you exceptionally well.
- Your school is very able to continue making improvements.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- make certain that the curriculum is refined fully to make the most of opportunities to extend your skills and knowledge, especially when you are grouped for English and mathematics.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Graeme Bassett

Lead inspector