

Winnall Primary School

Inspection report

Unique Reference Number	115963
Local Authority	Hampshire
Inspection number	312124
Inspection dates	12–13 November 2007
Reporting inspector	Beryl Richmond

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	137
Appropriate authority	The governing body
Chair	Mr Peter Brown
Headteacher	Mr Nick Smith
Date of previous school inspection	7 June 2004
School address	Garbett Road Winnall Winchester SO23 0NY
Telephone number	01962 853889
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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Winnall is a smaller than average school and pupils are taught in mixed-age classes. Most pupils are of White British heritage, although some are from minority ethnic backgrounds. A few of these pupils are learning English as an additional language. Almost half of pupils have learning difficulties and/or disabilities, which is much higher than usual. The school serves a community with areas of social deprivation and the proportion of pupils eligible for free school meals is double the national average. The proportion of pupils who join or leave the school other than at the normal time is above average. A fire at the school within the last month caused considerable damage to the school's resources and staff room.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Winnall provides its pupils with a satisfactory education, with some good features. Pupils are valued and develop well personally because of a good, caring and supportive ethos. They feel safe, enjoy their education and achieve satisfactorily. Parents comment favourably on the school's work and value the staff's friendly approach. Typical comments from parents are 'teachers are easy to approach when you have a problem' and 'Winnall is a wonderfully warm school'. The school works exceptionally well with a wide range of outside partners to meet the academic and pastoral needs of pupils. Relationships are good.

From well below average starting points, children make good progress in Reception and Years 1 and 2 because the quality of teaching and learning are good. By the end of Year 2 standards are below average and pupils are catching up. Practical teaching and learning of sounds and letters have led to improved reading and writing. Subsequent progress is satisfactory because teaching and learning in Key Stage 2 are satisfactory. In 2007 standards by the end of Year 6 improved but they were exceptionally low in English and science and below average in mathematics. Writing standards were lower than reading. Few pupils attained the higher levels at the end of Year 2 and Year 6 because teachers do not always challenge the more able pupils to do their best. The current Year 6 is on track to achieve improved standards in 2008, although they are still below those expected of pupils of this age. Because of good support, which is praised by parents, pupils with learning difficulties and/or disabilities are achieving well. The school welcomes and responds promptly and effectively to the needs of pupils who join the school other than at the normal time.

The headteacher's leadership is strong. Its impact is seen in pupils' good personal development and well-being, the good care and support provided for pupils, improved achievement and standards by the end of Year 2 and in developing an enthusiastic and committed staff team. 'Action teams' have been established to improve achievement and standards but their evaluation and monitoring activities are at an early stage of development. Pupils engage with their learning better now because the curriculum links subjects together in themes to make it stimulating and practical. It also has a strong focus on personal development, and offers enrichment opportunities and many well attended clubs, which help pupils develop socially. Parents and other volunteers come regularly into school to support pupils' learning and to run extra curricular clubs. Targets for improvement, although satisfactory because they expect pupils to make satisfactory progress, are not challenging enough in Key Stage 2 so that pupils continue to make the good progress they have made by the end of Year 2.

Issues from the previous inspection have been addressed satisfactorily. Self-evaluation is satisfactory but lacks sufficient rigour and the full involvement of all leaders and managers. There is satisfactory capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start to school life and achieve well. On entry their starting points in personal and language development and knowledge and understanding of the world, in particular, are well below average. Strong links with a range of pre-school providers and good induction procedures help children settle happily. Good relationships are established with children and their parents.

A knowledgeable teacher manages this stage of learning well. Adults provide good routines and have high expectations of behaviour and achievement. Teaching and learning are good and consequently children make good progress so that by the time they end their time in the Foundation Stage, their standards are below average but they are beginning to catch up. Interesting indoor areas provide a relevant focus on personal development and basic skills, as well as the wider curriculum. Whilst the outdoor area has improved since the last inspection, it still lacks a cover so that children can work and play outside whatever the weather.

What the school should do to improve further

- Improve pupils' achievement and standards by the end of Year 6, particularly in writing and science, by providing more opportunities for extended writing and for investigation in science.
- Use target setting more effectively to ensure that teachers challenge all pupils, particularly the more able, to achieve as well as they can.
- Improve the quality and rigour of monitoring and evaluation at all levels so that achievement is improved.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Current school data shows that older pupils are making at least satisfactory progress in English and satisfactory progress in mathematics and the gap is closing between reading and writing. This is because the school has extended the teaching and learning of sounds and letters into Key Stage 2 and is giving pupils more opportunities to write at length in other subjects. Pupils' progress in their writing, science and topic books is satisfactory, but could be better. A more stimulating and investigative science curriculum and the provision of smaller science groups are leading to satisfactory progress. In order to raise standards, the school is teaching a mixture of science lessons and science as part of topic work, where pupils are able to use and apply their knowledge and skills. Whilst this is beginning to have the desired impact, the school recognises that there is still more to do. A range of targeted intervention programmes help pupils with learning difficulties and/or disabilities to achieve well and to begin to catch up.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good but pupils have limited knowledge of different cultures in British society. Pupils enjoy school. Responsibilities as members of the school council, of the 'green team' and as playground mentors, which the younger pupils value, are taken on keenly. Pupils are enthusiastic about the clubs and visits that are a regular feature of school life. They behave well and have good attitudes to their learning. Despite the school's efforts in contacting and communicating with parents, attendance is below average. Pupils' understanding of how to stay healthy by eating a good diet and by taking part in physical activities is good. If pupils are having difficulties, for example, in managing their emotions and behaviour, they know whom to turn to in school for help. Pupils understand well how to stay safe. They are actively involved in supporting charities. Taking account of their good personal development, particularly their attitudes to learning, and satisfactory achievement in the basic skills, pupils are satisfactorily prepared for their next stage of learning.

Quality of provision

Teaching and learning

Grade: 3

There is some high quality teaching, but it is not consistently good and, consequently, pupils achieve satisfactorily overall. Classrooms are harmonious places because behaviour is managed well. Pupils say that learning is not usually interrupted. In the best lessons, work is matched well to pupils' needs, including the more able, and they are challenged to do their best, learning moves along at a good pace and there is a strong emphasis on developing speaking and listening skills. Teachers' expectations are not always high enough of what pupils can achieve and pupils do not always have challenging enough work, particularly the more able pupils in Key Stage 2. Most teachers use questioning satisfactorily to assess understanding and pupils' work is usually marked carefully and helpfully. There are some missed opportunities to engage all pupils fully in lessons through involving pupils in discussions with partners, particularly in whole class sessions. Learning support assistants play a vital role in enabling pupils with learning difficulties and/or disabilities and those who are learning English as an additional language to learn.

Curriculum and other activities

Grade: 2

The curriculum is planned well to address pupils' needs. Whilst basic skills are taught discretely, subjects are also linked together well in themes which pupils find interesting and enjoyable and which motivate them to learn. Pupils have the opportunity to apply their basic skills in other subjects for example information and communication technology is used well in science. The curriculum is adjusted well to meet the needs of pupils with learning difficulties and/or disabilities. Consequently they make good progress. The needs of more able pupils are not always addressed well enough in writing and in science. Provision for pupils' personal, social and health education is very good and has led to much improved behaviour and a good understanding of how to keep healthy and safe. Visits, visitors and a range of well-attended clubs enrich the curriculum well. Several boys spoke enthusiastically about visiting the Guildhall to meet a famous author. Pupils say that they enjoy the French lessons, which are provided by a teacher and sixth form pupils from a local school. Year 6 pupils benefit from a residential trip, which helps them develop socially and raises their awareness in many ways.

Care, guidance and support

Grade: 3

The Special Educational Needs Coordinator is very well organised and knowledgeable and works effectively with other staff to ensure that vulnerable pupils and their families have the specialist support they need at an early stage. The school works with an exceptionally wide range of professional agencies to provide expert advice tailored specifically to pupils' needs. Parents are very appreciative of all that the school does in this regard. Child protection, health and safety and risk assessment procedures are secure and regularly reviewed. Although systems for monitoring academic progress are relatively new, pupils' progress is tracked systematically. Regular assessments of pupils' progress take place but this information is not yet used well enough to challenge more able pupils. Pupils have targets for improvement in English and mathematics, to help them accelerate their progress and develop as independent learners, but this system is not fully embedded. Consequently it is not yet helping pupils make good progress overall.

Leadership and management

Grade: 3

The school's reputation has improved and more parents are choosing to send their children to Winnall. The Reception class was oversubscribed this year. Responsibility for school improvement is now more widely shared although the full involvement of 'action teams' in improvement planning is not yet fully established. The Futures Plan is focussing on the right areas for improvement, and has already begun to address issues such as writing and teaching arrangements for science.

Although the headteacher has monitored some teaching and learning, the full impact of this work is yet to be seen in consistently good teaching and learning throughout the school. The governing body is now more stable and is supportive of the school. It has recently evaluated its own work and recognises that it needs to be more fully involved in monitoring the school's provision and pupils' achievement.

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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?	3
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

Text from letter to pupils explaining the findings of the inspection

22 November 2007

Dear Students

Inspection of Winnall Primary School, Winchester, SO23 0NY

Thank you for your help during the inspection, especially by talking to me about all the opportunities that your school offers you.

I liked these things the most:

- you behave well and have good attitudes to your work
- you help to make the school better by taking on responsibility for jobs around the school, by being members of the school council and of the 'green team' and as mentors for younger children
- you enjoy school and all the opportunities that it gives you to learn
- your parents value your school and the good relationship that it has with them. They particularly value the assistance the school gives whenever you need it
- you understand how to stay safe and how to keep healthy
- your school has linked subjects together to give you an interesting and exciting curriculum
- your headteacher and teachers have ensured that your school is a happy and safe place. They care for you well
- the younger children make a good start at school.

I have asked your school to:

- plan challenging work for the older pupils, especially in writing and science, so that you do as well as you can
- give you challenging targets to aim for, so that you can do even better
- check that the plans to make the school a better place for learning are working well.

I enjoyed my visit to your school and would like to wish you my very best wishes for your future success.

Yours sincerely,

Beryl Richmond

Lead Inspector