

Winchelsea Primary School

Ruskington

Inspection report

Unique Reference Number	120496
Local Authority	Lincolnshire
Inspection number	313640
Inspection date	20 May 2008
Reporting inspector	Sue Hall

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	3-11
Gender of pupils	Mixed
Number on roll	
School	188
Appropriate authority	The governing body
Chair	Mrs Andrea Kirk
Headteacher	Mrs Hilary Gibb
Date of previous school inspection	16 May 2005
School address	Sleaford Road Ruskington Sleaford Lincolnshire NG34 9BY
Telephone number	01526 832060
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Introduction

The inspection was carried out by an Additional Inspector. The inspection evaluated the overall effectiveness of the school and investigated the following issues: the progress and achievement of all pupils and especially boys, whether teaching meets their needs and whether monitoring and evaluation is rigorous enough to identify areas for further improvement. Evidence came from classroom visits and discussions with staff, pupils and governors. Samples of pupils' work and school documents were also examined. Other aspects of the school's work were not investigated in as much detail, but the inspection found nothing to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

Description of the school

This is an average sized school serving the rural village of Ruskington and the surrounding area. The number of pupils eligible for free school meals is below average. The large majority of pupils are of White British backgrounds and only a very small number speaks English as an additional language. The proportion of pupils with additional needs is above average as is the number with a statement of special educational need. The additional needs of these pupils cover a range of physical and learning difficulties and disabilities. More pupils join and leave the school other than at the usual times.

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. Pupils' enjoyment is excellent. Most work hard and want to succeed. A key reason for the improvements made since the previous inspection is that the headteacher has a very clear grasp of what needs to be done and pursues improvement with a clear focus and determination. The school is well placed to continue to improve. Parents are generally very pleased with the quality of education and care provided for their children, although a small number have an appropriate range of concerns, especially over current staffing arrangements.

Children enter the nursery and reception class with skills, knowledge and understanding that whilst wide ranging are generally in line with what is expected for their age. They make excellent progress in the Foundation Stage so that most enter Year 1 having achieved the goals for their age, with many exceeding their targets. In Years 1 to 6, pupils make good progress and standards are above average. Results from national tests and assessments indicate that girls did much better than boys last year. However, a range of information confirms this reflected the very large proportion of boys with additional needs. The staff work successfully to support all pupils and those of all abilities to ensure good progress and achievement are the norm. The development of key skills and general confidence in pupils' abilities helps them prepare well for their future. However, pupils are not always provided with enough opportunities to discuss their ideas and extend their vocabulary and this impacts on the quality of their reading and writing.

The personal development of the pupils is good with some outstanding features. Pupils say they really like coming to school and particularly enjoy history and 'Golden Time'. The school has excellent procedures to safeguard the pupils who fully understand the importance of school and class rules and how they can keep themselves safe. Spiritual, moral, social and cultural development is good, although the assembly observed missed opportunities to develop spiritual and cultural awareness. Pupils have a good understanding of how to lead a healthy lifestyle. While the school provides fruit snacks for all pupils, there is more to do to persuade pupils and their families of the benefit of healthy packed lunches. Pupils enjoy being part of the school council and rightly are ready to take on more responsibilities in and around the school. Attendance is in line with the national average and the school does much to support the small number of families who do not ensure their children attend regularly.

The quality of teaching and learning is good. Staff manage pupils well so that lessons are conducted in a calm and purposeful manner. Teaching assistants are used effectively, particularly to support pupils with additional needs. Staff liaise with a range of agencies to meet the needs of pupils very well. Teachers have high expectations of what pupils can achieve but at times miss the opportunities for them to discuss their ideas with others. The curriculum is good. The school has maintained a clear focus on curriculum breadth with good learning opportunities in history and geography. There is a good range of enrichment activities and lunchtimes are well organised to provide plenty of physical activities.

Care, guidance and support is outstanding. Staff know and care for pupils extremely well. There is a good number of adults working in school which means support for the range of abilities, including those recognised as gifted and talented, is very effective. Behaviour is good overall and while several children have concerns about minor bullying, they feel the school takes their worries seriously and responds with immediate action. There are secure procedures to check the suitability of those who work in school and for first aid and risk assessments. The school

has good procedures for assessing and tracking pupils academic progress. This information is then used very effectively to identify where additional support or challenge is required. This is a key reason why standards have continued to improve. The school has excellent links with a wide range of different external organisations and has taken a lead in the local extended schools initiative, which supports learning well.

The leadership and management of the school is good. The leadership of the headteacher is very effective because she has a clear grasp of areas for improvement and pursues these robustly. The English co-ordinator has strong teaching skills and leads developments in the subject effectively, particularly at Key Stage 1. School self-evaluation is good, if at times a little generous. The school makes excellent use of challenging targets in a range of areas and for groups and individual pupils. Governance of the school is satisfactory. Governors have worked hard on a range of staffing and budget related issues but do not have a firm enough grasp of the assessment data available, to help them develop their role as critical friends of the school.

Effectiveness of the Foundation Stage

Grade: 1

Provision for children in the Foundation Stage is excellent. The teacher and staff team have great enthusiasm and provide a very stimulating environment and range of activities that the children really enjoy. Children enter the joint nursery and reception class with skills that are largely in line with expectations for their age. They make excellent progress in all areas and really start to grow in confidence and do well. For instance, when wearing tabards with numbers on, they are able to sort out the order they are to stand in with lots of giggles and enjoyment when the teacher makes a 'mistake'. Different activities are planned to meet the needs of the different ages and range of abilities. Teaching and learning, the curriculum, the care and leadership of the Foundation Stage are all excellent. Therefore, when children leave the Foundation Stage their skills are above what is expected.

What the school should do to improve further

- Extend the opportunities for speaking and listening activities to enable pupils to develop their reading and writing skills further.

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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?	2
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	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

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	1
How well learners enjoy their education	1
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	2

The quality of provision

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

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?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	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

21 May 2008

Dear Children

Inspection of Winchelsea Primary, Ruskington, NG349BY

Thank you very much for looking after me when I visited your school recently. I really enjoyed meeting you in lessons and especially when I spoke to a group of the older pupils. I think your school provides a good quality of education.

These are some of the best things I found.

- Your headteacher is very clear about what else the school needs to do to keep improving.
- You all really enjoy your time in school and you want to do well.
- The staff look after you extremely well and make sure you are safe and well cared for.
- The children in the Foundation Stage make excellent progress because the staff expect a lot of them and there are many interesting things to do.
- Teachers use the information from tests and assessments to check what progress you are making and what you need to do next.
- There are excellent links with a range of other organisations and schools that help to provide additional activities and support for you.

This is what I think could be improved.

- Teachers could organise more opportunities for you to discuss your ideas with a friend or in a group so that you learn to use more difficult words which will help you with your reading and writing.

To help your school even more, please try to remember to be kind to everyone and try to eat healthily.

Yours sincerely

Sue Hall Lead inspector