

Winshill Village Primary School

Inspection report

Unique Reference Number	134777
Local Authority	Staffordshire
Inspection number	316280
Inspection dates	26–27 February 2008
Reporting inspector	Dorothy Bathgate HMI

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	144
Appropriate authority	The governing body
Chair	Mick Duffill
Headteacher	Darren Marklew
Date of previous school inspection	1 January 0001
School address	Brough Road Burton-on-Trent DE15 0BT
Telephone number	01283 239485
Fax number	01283 239489

Age group	3–11
Inspection dates	26–27 February 2008
Inspection number	316280

© Crown copyright 2008

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 one of Her Majesty's Inspectors.

Description of the school

Winshill Village is a smaller than average village primary school serving an area of relative disadvantage on the outskirts of Burton-on-Trent. Pupils enter the school with levels of skill, knowledge and understanding which are well below those expected. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is just above the national average. The proportion of pupils with learning difficulties and/or disabilities is above the national average. A new purpose-built Nursery has been opened since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Winshill Village Primary is a good school which is improving rapidly. It has made good improvement over the last year because of the high quality leadership of the headteacher. He provides clear direction and vision for the school and is passionate about securing the school's aim 'to provide the highest standards of teaching and learning'. Parents are overwhelmingly positive. One parent expressed the views of many when writing, 'My daughter has made good progress over the last 12 months because teaching and learning have improved considerably and pupils' progress is now tracked effectively.'

Standards were exceptionally low and achievement was inadequate at the time of the last inspection. Standards are now close to the national average and pupils' achievement is good. Children make a good start in the Foundation Stage and make good progress towards the early learning goals. They develop positive attitudes to learning because of the high priority the school places on helping children build confident personal and social skills. Children make good progress through Key Stage 1. Results in national tests at the end of Year 2 have been well below average in recent years, but in 2007 showed significant improvement and overall, were in line with the national average. Although standards at the end of Year 6 were below average, progress through Key Stage 2 has improved significantly in the past year because of the positive impact of improved teaching and learning, and is good overall. Pupils who require additional support participate fully in lessons and are making good progress.

The school's aims place a clear emphasis on personal development and its provision achieves good outcomes. Pupils have a good understanding of how to stay safe and be healthy. Their good behaviour and concern for others are evidence of their good spiritual, moral and social development. Pupils enjoy school and this is reflected in their regular attendance. Through the recently established 'pupil voice' and various other responsibilities as monitors, pupils make a good contribution to the school community.

The quality of teaching and learning was inadequate at the time of the previous inspection. It is now good overall. Lessons are well structured and planned well to meet the wide range of needs in all classes, including higher attaining pupils. Pupils are set appropriately challenging, yet realistic targets, and these contribute to their improved achievement. The curriculum is satisfactory and recent developments are ensuring that there is a more cross-curricular approach to planning. The care, guidance and support provided for pupils is good and the school provides a safe, happy and friendly place in which to learn. The school monitors closely the progress of individual pupils through regular assessment, tracking and the process of setting targets. In some instances, teachers make a discernible contribution to pupils' progress by their excellent marking, but this is not the case in all classes.

The school's leadership and management are good overall. The headteacher has successfully shared important subject leadership roles throughout the small number of staff. Many subject leaders are relatively new to their posts and they have made a good start to improving provision. They do not yet have enough opportunity to check on the quality of teaching and learning or scrutinise pupils' work, so that they can get a clearer picture of what is going well and what needs improving. Nevertheless, the school sets challenging targets for improvement and the school is well placed to realise its aspirations of further improvement. Governors have a thorough

understanding of the school's effectiveness. The progress made since the previous inspection is evidence of the school's good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The effectiveness of the Foundation Stage is good. The new purpose-built Nursery provides pupils with excellent facilities. The welcoming and purposeful atmosphere gives children a secure and happy start to school, which helps them to achieve well. There is good continuity from Nursery into the Reception class and children continue to build systematically on their previous learning. Consequently, children make good progress overall throughout the Foundation Stage. The lead teacher is providing effective leadership. Planning is good and ensures a high priority is placed on play-based learning and learning for a purpose. All activities are matched very well to the needs of individual children and are presented in an interesting way to stimulate ideas and promote independence. Recent changes to the teaching of letters and sounds is beginning to make an impact and is providing children with a more secure start to early reading and writing. The staff make very perceptive observations of the children's learning and track their development thoroughly. This information is used carefully to set targets for the next stage of their development.

What the school should do to improve further

- Raise standards in English, mathematics and science throughout the school.
- Develop the role of subject leaders in monitoring the school's effectiveness by giving them time to monitor the quality of teaching and learning and undertake regular scrutiny of pupils' work.
- Implement a marking policy consistently throughout the school.

Achievement and standards

Grade: 2

Achievement and standards are good overall because pupils are making good progress across the school from well below average starting points. Standards are improving and teachers' assessments for Key Stage 1, the results for the 2007 national tests at the end of Key Stage 2 and the latest teacher assessments indicate that there is now an upward trend. At the end of Year 2 in 2007, pupils attained average standards overall. Pupils in Year 6 attained standards that were below average overall, with significant improvements made in science and writing. Analysis of data indicates that boys do not achieve as well as girls. This issue is being addressed through carefully targeted work. The school has set challenging targets for the current Year 6 to attain in 2008. Pupils with learning difficulties and/or disabilities make good progress because tasks and support are carefully matched to individual need.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils' spiritual, moral, social and cultural development is good overall, although moral and social development is stronger than spiritual and cultural. Attendance rates are broadly in line with those found nationally. Pupils thoroughly enjoy coming to school and behave well both in lessons and during playtimes. Pupils feel safe in school and show confidence in their teachers' ability to sort out any worries, concerns or problems, should they arise. Pupils and parents welcome the high priority given to promoting

healthy lifestyles. Many pupils participate in a wide range of sports and games at breaks, lunch times and at after school clubs, as well as in regular physical education lessons. The recent award of the Activemark is recognition of the school's good work in this area. Pupils respond well to the opportunities to contribute to the wider local community and willingly raise money for national charities through initiatives such as the sponsored healthy workout. Pupils' progress in English, mathematics and information and communication technology is making a good contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. A combination of strong leadership by the headteacher, effective support from the local authority and rigorous monitoring of pupils' learning has improved teaching and learning. Very good relationships between adults and pupils result in calm, positive climates for learning. The good balance between high quality whole-class teaching and independent activities moves learning on at a brisk pace. Pupils are clear about what they are going to learn and get effective support during lessons to overcome misconceptions or extend learning. Effective use is made of assessments to plan lessons that successfully match activities to meet the wide range of needs in each class. Teaching assistants make a good contribution to pupils' learning by their good knowledge of individual children and effectively support pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. A strong feature is the careful planning in English, mathematics and science that supports pupils well through building systematically on what has been taught during previous learning. Creative links are beginning to be made between subjects. Learning is becoming more active, particularly in literacy, numeracy and science, and includes more practical activities, which pupils say they enjoy and which enhances learning. Staff are looking forward to implementing plans to develop these opportunities further into other subject areas. There are some enrichment opportunities through visits out and visitors to school, which add interest, enjoyment and lasting memories. Pupils enjoy a range of activities in lunch time and after-school clubs.

Care, guidance and support

Grade: 2

A key strength of the school is the good pastoral care offered, which includes systems for ensuring the health, safety and welfare of pupils and safeguarding procedures that are robust and regularly reviewed. This is particularly beneficial to pupils with learning difficulties and/or disabilities and other vulnerable pupils. One pupil said that, 'if you are upset, there is always someone there to help you.' The high level of commitment from all staff to the care of each pupil creates a safe haven for learning where pupils know they are valued. Systems to provide academic guidance, which were very new at the time of the last inspection, are rigorous and ensure a close check is now kept on how well pupils are progressing. Arrangements for tracking the progress of pupils are good and used well to set targets. The quality of teachers' marking

varies. It is outstanding in a few classes, but in the majority, work is not marked well enough. It does not provide pupils with sufficient guidance on how to improve their work.

Leadership and management

Grade: 2

The good leadership of the headteacher has been the key factor leading to the school's improvement. He has acted decisively to improve the quality of teaching and learning and has successfully created a shared sense of purpose amongst staff. Newly appointed subject leaders are growing into their leadership roles and already have a good understanding of some of the strengths and areas for development in their subject areas. The school recognises the need to involve them more fully in a range of monitoring activities, including lesson observations and scrutiny of pupils' work. The school's arrangements for self-evaluation give it a clear, sharply focused view of how well it is doing and what requires improvement. The school improvement plan has a clear focus on continuing to improve pupils' outcomes. Governors receive sufficient information and training to enable them to take a full part in evaluating the school's effectiveness and planning for further improvement. The improvements since the previous inspection show that the school has good capacity to continue to improve.

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.

Annex A

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 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	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?	3
How well are learners cared for, guided and supported?	2

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	2
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	3
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

29 February 2008

Dear Pupils

Inspection of Winshill Village Primary School, Burton-On-Trent, DE15 0BT

It was lovely to visit your school a few weeks ago and you all made me feel so welcome. Thank you very much. I really enjoyed talking to many of you during my visit. I particularly enjoyed meeting some of the youngest pupils who were making scary sounds for a spooky story. I was also very impressed with the Year 5 children who were working on some very challenging mathematical puzzles with real determination. In Year 6, I was particularly pleased to see some high quality writing where pupils were describing a character's feelings. Some of the writing captured very intense thoughts and feelings.

You told me you enjoy coming to school and that you think Winshill Village is a good school. I agree with you. Most of you work hard in your lessons and your behaviour is good. Well done! Your headteacher and teachers work hard to help you in every way they can, and you all work well together. You all feel very safe in school and trust your friends and all the staff. The staff take excellent care of you and you know you can talk to them if you feel worried about anything.

I was pleased to see all of you working hard in your lessons and this is helping you to reach the standards you should. However, many of you could reach even higher standards. I have asked your teachers to make sure that they work as hard as they can to help you reach higher standards. You can help by working as hard as you can. This will sometimes mean trying harder and doing more challenging work. I saw many good lessons and noticed how well your teachers set the right work for you to do. However, some of their marking is not as helpful as it should be. I have asked all the teachers to try to give you useful comments to show you how you can improve your work and build on your previous learning. Some of your teachers will be visiting lessons and looking at your work to help your headteacher find out what is working well and what could be improved even further in your school. You can help by telling them what you enjoy, as well as what you think could make lessons even more interesting and enjoyable.

Thank you for a very enjoyable visit. Always remember to do your best!

With best wishes for the future

Yours sincerely

Dorothy Bathgate HMI