

Winscombe Woodborough Primary School

Inspection report

Unique Reference Number	109101
Local Authority	North Somerset
Inspection number	324895
Inspection dates	25–26 February 2009
Reporting inspector	David Townsend HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	193
Appropriate authority	The governing body
Chair	Mr B Stephen
Headteacher	Mrs L J Grogan
Date of previous school inspection	1–2 December 2005
School address	Moorham Road Winscombe BS25 1HH
Telephone number	01934 843407
Fax number	01934 844585
Email address	winscombe.pri@n-somerset.gov.uk

Age group	4–11
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. The inspectors made 12 extended visits to lessons and held meetings with the headteacher and deputy headteacher, staff, governors and groups of pupils. They observed the school's work and looked at documentation including: the school improvement plan; minutes of governing body meetings; the tracking of pupils' progress; records relating to the safeguarding and welfare of pupils; information on the progress and welfare of pupils with learning difficulties and/or disabilities; curriculum planning; records of parent and pupil reviews; and 77 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- All pupils' achievement, especially boys in Years 1 and 2, more vulnerable pupils and older girls who are less confident mathematicians.
- The extent to which pupils adopt healthy lifestyles; how safe they feel; their behaviour and their spiritual, moral, social and cultural development.
- How well pupils are developing their knowledge, skills and understanding within subjects across the curriculum.
- The effectiveness of the school's support, guidance and care.

Information about the school

Winscombe Woodborough is a smaller than average primary school. The percentage of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British heritage. There are currently no pupils from families of refugees or asylum seekers. All pupils in the school speak English as their first language.

The proportion of pupils with learning difficulties and/or disabilities is well below the national average, as is the number of pupils with a statement of special educational needs. Most have moderate learning needs, whilst some are receiving support for speech, language and communication or physical needs.

Children join the school in the Reception class, which is the final year of the Early Years Foundation Stage.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Winscombe Woodborough is a caring and effective school which pupils really enjoy. They are 'switched on' to learning by the teaching team and display exemplary behaviour. When asked what they most like about the school, pupils remarked, 'everyone is really kind and friendly'. Its caring ethos is a particular strength of the provision and pupils feel very safe.

The welfare of children in the Early Years Foundation Stage is equally well supported. This and the provision for their learning and development help children to make good progress from their broadly average starting points and achieve good outcomes across all six areas of learning.

Academically, standards have risen and progress, which is now good, has improved since the last inspection. From average starting points when they enter school, pupils leave Year 6 with standards that are consistently above national averages in English, mathematics and science. The proportion of more able pupils reaching the higher Level 5 by the end of Year 6, an issue at the last inspection, is now consistently above average. Most pupils, including those with learning difficulties and/or disabilities, achieve well, although some variability remains.

Leaders have taken decisive action to improve teaching, which is now good and sometimes better. However, inconsistency still exists and accounts for some unevenness in pupils' progress across the school. For example, opportunities to provide increased challenge through effective questioning are not always taken. Middle leaders have brought about increased accuracy in teachers' assessments and have ensured that these inform their planning for all pupils. Systems for checking pupils' progress are more rigorous than at the time of the last inspection and help senior leaders identify potential underachievement. This has led to some older girls receiving effective, targeted support this year to improve their calculation strategies and confidence in mathematics.

The curriculum has also been improved since the last inspection. It is suitably broad, and well enriched by visits, special events and expert visitors to the school. After-school clubs, sports coaching and teaching about good diets and health risks mean pupils lead active, healthy lives. The curriculum makes a good contribution to in helping pupils develop socially, emotionally and spiritually, although as yet, it supports only satisfactory cultural development. This is because pupils' awareness of

global diversity remains limited.

The school recognises that its approaches to promoting good attendance are not yet sufficiently robust. However, over time, clear improvements to the quality of provision and outcomes for pupils have been brought about because the school's self-evaluation, performance management and improvement planning are now more robust and successful. This concerted action has improved the school's overall effectiveness since the last inspection and demonstrates its good capacity for continued improvement.

What does the school need to do to improve further?

- Improve the consistency of the good teaching by ensuring that teachers:
 - target questions more precisely in order to challenge pupils' thinking and enrich and expand their vocabulary.
 - increase opportunities for pupils to evaluate their own learning and that of their peers.
- Widen pupils' awareness, experience and understanding of different faiths, cultures and traditions within the United Kingdom and beyond.
- Take rigorous action to ensure that all pupils attend regularly in order to take full advantage of what the school has to offer. In particular:
 - reduce the proportion of teaching sessions missed because of overall absence to below 2%.

How good is the overall outcome for individuals and groups of pupils?

2

Teachers engender in pupils a thirst for learning. Teaching is exciting and as a result pupils are interested in their lessons and keen to learn. Adults stimulate pupils' curiosity and model positive attitudes to learning very well. This and the excellent relationships that have been nurtured mean that pupils are motivated, attentive and fully prepared to contribute fully in lessons.

Achievement for most middle ability and more able pupils is good. Additional learning support programmes are working well. For example, pupils in Years 3–4 have made good gains in their writing recently. Their reading is also much improved. A small group comprised mainly of boys had not, until recently, developed their word recognition skills quickly enough. However, they are now taking steady steps forward in both their reading fluency and comprehension.

Standards across Years 1–4 are rising as a result of improvements made to teaching,

approaches to assessment and the tracking of pupils' progress. Pupils make steady progress year on year so that their final results in the Year 6 national assessments represent good achievement. Almost all pupils, by the time they leave Year 6, are typically making two National Curriculum levels of progress during their Key Stage 2 years and a significant number make more than this in reading, writing, mathematics and science.

Other key features of pupils' development:

- Behaviour is outstanding, both within class and beyond. Pupils relate extremely well to adults and are very sensitive to the needs of each other.
- Pupils feel especially safe in school. Parents' questionnaire responses agree. Bullying is rare. Pupils have a very good understanding of safety issues relevant to their lives and act on this knowledge.
- Pupils' social, moral and spiritual development is good. In lessons and assemblies, there are good opportunities for pupils to reflect on personal qualities, such as a person's 'uniqueness'. However, their cultural development is satisfactory rather than good, because their knowledge and understanding of different faiths and heritages is more limited.
- Attendance is improving but remains average, owing to the number of absences attributed to illness and holidays taken in term time.
- Pupils are developing good skills and understanding within a range of subjects. They increasingly use their technology and writing skills in their work across the curriculum.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school's work

The quality of teaching is good overall, although some remains satisfactory, and this was seen during the inspection. Lessons are always thoughtfully planned and pupils are offered imaginative, practical learning experiences. Teachers use their good subject knowledge well to clarify the learning objectives and explain new concepts. Tasks are usually well matched to pupils' abilities and teaching assistants provide effective support to both individuals and groups. Pupils get regular opportunities to discuss their ideas with their 'talk partners' in class and technology is used well to help them carry out research. Some lessons are outstanding. For example, in one class, pupils of all abilities were able to work through a series of very well structured challenges, some with targeted adult support, and make rapid gains in their learning. In contrast, satisfactory lessons were less effective and teachers' questions were not always used well enough to help more pupils extend and deepen their thinking.

Pupils' work in reading, writing and mathematics is assessed each term. The school uses this information accurately to identify any pupils who are progressing slowly and to put in place additional learning support that is well tailored to their needs. All pupils have targets and these reflect expectations that they should make at least good progress. However, opportunities for pupils to assess their own progress towards their targets are limited.

The curriculum is well tailored to the needs of different groups of pupils. It makes a good contribution to pupils' academic and personal development. The themes studied, with titles such as 'Quests', are enticing to pupils and are updated regularly. The use of outside expertise, such as the community police team and sport coaches, helps enrich the learning and raise attainment. The quality of displays and lessons seen in subjects such as music show that standards in the arts are above average. There is also a wide range of extra-curricular clubs for music, sports, technology and modern languages, which are well attended. Links between subjects are well established in the school's topic plans but sometimes less evident in teachers' own weekly planning. There is evidence that pupils have regular opportunities to study world faiths and global cultures but this dimension of the curriculum is satisfactory rather than good.

Pupils receive good levels of support and care. The school consults closely with other agencies in support of more vulnerable pupils. Inspectors found that these pupils receive good, targeted support and their progress is closely monitored. The school recognises, though, that some parents feel they are not kept as well informed about their child's progress as they would like and is working to address this issue. Procedures to follow up recurring absence are fully in place but, to date, have had a limited impact on improving attendance rates.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2

Support, guidance and care	2
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How effective are leadership and management?

The leadership team has been considerably strengthened and, together, has worked to secure higher expectations and deliver significant improvements to the school's provision since the last inspection. Senior leaders have identified, from an accurate evaluation of the school's strengths and weaknesses, the correct priorities for the school. Improvement planning is well focused and includes challenging and measurable targets for future achievement. Middle leaders play a full role in directing improvements, for example to literacy teaching and to assessment practices in Key Stage 1. All staff are involved in the improvement process and are held closely to account through performance management. Teaching is regularly and accurately evaluated, as is pupils' learning and progress, and good quality training is available for all staff. Teaching assistants have been helped to develop new skills, in roles such as learning mentors or in delivering intervention programmes for less able pupils. This has further served to promote good opportunities for all pupils to achieve as well as they can. The school recognises that there has not been enough in-depth analysis of the trends apparent in the well-organised data it now holds, for example, about attendance rates. All safeguarding regulations are met and risk assessments are used well to promote pupils' safety.

Governors have played a key role in helping to drive improvement since the last inspection. They readily challenge senior leaders in pursuit of high expectations but, equally, are very supportive of the school's efforts. The committee structure enables them to utilise their expertise well and to be closely involved in monitoring progress with the school improvement plan. They are fully involved in shaping the direction of the school. In doing this, they actively seek and take account of the views of parents through a range of forums, such as focus groups. A clear analysis of local community needs and potential barriers to pupils' learning has been undertaken. However, aspects of the school's strategy to promote community cohesion through links beyond the local region are at an early stage.

These are the grades for leadership and management

Communicating ambition and driving improvement	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	3
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	2

Early Years Foundation Stage

Provision, including the teaching in the Reception class, is well led and managed. Opportunities for child-initiated play are thoughtfully devised and promote both independent and cooperative learning very well. These activities are effectively tailored to children of all abilities and take full account of the six early learning areas. The indoor learning environment is highly attractive, well organised and well managed. Practitioners are skilled in helping children at play to develop positive personal qualities. Their behaviour is excellent. Children display very good concentration and showed considerable enjoyment, for example, when they were planning a castle banquet in the role play area and helping to design a model castle.

However, sometimes children's learning is only satisfactory. For example, inspectors observed some missed opportunities to encourage children to expand on their thinking about fairy tale characters because adults' follow-up questions were not used well. The school is aware that this is an area for further improvement. The staff also recognise that the facilities for outdoor play can restrict learning opportunities and plans are in hand to address this.

Adults have a good system for regularly observing children and assessing their learning and this means that they cover every child's progress in each of the six areas of learning. These systems help the staff note and build upon each child's prior learning in their planning. 'Learning diaries' are carefully documented, containing photographs, samples of work and evidence of close contacts with parents. This helps the staff to log health concerns and to build up a clear picture of each child's learning needs and achievement over time.

Practitioners care for children very well, paying close attention to each child's learning, development and welfare with the result that they make good progress in each area of their learning. The close links that have been established with parents and the pre-school providers mean that children settle well and receive close, personalised support during their time in the class.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	2
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

Views of parents and carers

The school enjoys the support and confidence of the majority of parents. Many commented on their children's enjoyment of school, its welcoming ethos and how they feel teaching, pupils' behaviour and the curriculum have all improved. Special

events and extra-curricular clubs are particularly well received. However, there were a few concerns raised by some, in particular about class sizes, the progress their child is making and about the senior leadership's responsiveness to these concerns. Inspectors investigated these matters further and have included their findings in the body of this report.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007–8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007–8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007–8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007–8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



27 February 2009

Dear Pupils

Inspection of Winscombe Woodborough Primary School, Winscombe BS25 1HH

It was a delight to meet you when we came to visit your school. The discussions we had with you were particularly helpful to us in finding out more about your school. I am writing to tell you that your school is a good one. The features that are really impressive to us are these.

- You enjoy learning because your teachers make your lessons 'hands on' with lots of practical activities.
- Your behaviour is excellent all around school. You feel very safe as a result of the school's caring atmosphere and the good support you receive from adults.
- The standards you reach by the end of Year 6 are good and leave you well prepared for your transfer to secondary school.
- The lessons and activities for the youngest children in Reception and for those of you in Years 1 to 6 are varied and exciting.

We have also discussed with your headteacher those things that need to be improved. To help the school become even better we have said that the school should:

- increase the number of good lessons. We think teachers can do this by challenging your thinking, helping you add new words to your vocabulary and giving you more chances to check how well you are learning for yourselves.
- help you all to understand more about the different faiths, cultures and traditions of people across the United Kingdom and the world
- take even more decisive steps to ensure all of you attend school regularly.

We wish you the very best in the future.

Yours sincerely

David Townsend
Her Majesty's Inspector

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