

# West Winch Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120899
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	327386
<b>Inspection dates</b>	17–18 June 2009
<b>Reporting inspector</b>	Martyn Skinner

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	153
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Heather Habbin
<b>Headteacher</b>	Mr Jason Brewer
<b>Date of previous school inspection</b>	26 June 2006
<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>	Back Lane West Winch King's Lynn Norfolk PE33 0LA
<b>Telephone number</b>	01553 840397
<b>Fax number</b>	01553 840397

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 June 2009
<b>Inspection number</b>	327386

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://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 two additional inspectors.

## Description of the school

This is a smaller than average sized school serving the village of West Winch, to the south of King's Lynn. The number of pupils eligible to claim free school meals is below average. The number of pupils from minority ethnic groups is well below average. Most pupils have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is in line with the national average. The school has been awarded the Activemark and Silver Artsmark. Children in the Early Years Foundation Stage are taught in a Reception class. The current headteacher is on long term sickness absence. The headteacher of the nearby Clenchwarton Primary School is currently in the role of acting headteacher.

A privately run children's club, West Winch Windmills, operates on the school premises during the school holidays and this is inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which provides well for the personal development of pupils and has a clear understanding of how to get better. Despite unsettled leadership in the recent history of the school, current leaders and managers have a clear focus on raising standards. The decline in standards since the previous inspection has now been halted. The new acting headteacher has taken a very strong lead in raising expectations and establishing important systems to move the school on. The impact of these improvements so far shows that the school has a satisfactory capacity to improve further.

Children settle quickly in the Reception class, where they make steady progress from their broadly average starting points. Pupils continue to make satisfactory progress in the rest of the school and, by the end of Year 6, standards remain broadly average overall. Rates of progress have improved during the current academic year, although progress in writing remains less secure than that in other subjects. There are good features to teaching across the school. Teachers are enthusiastic and maintain positive relationships with pupils. They plan carefully for lessons, but some lessons are over-directed, which can slow the pace of learning. Teaching is never less than satisfactory, but is not consistently good across the school. Opportunities to share best practice are currently too limited. Teachers are beginning to use assessment data to plan for accelerated progress, but this approach is not yet embedded across the school.

A broad curriculum, supported by a wide range of after school activities, contributes to pupils' good enjoyment of school. Music is a particular strength of the school, with an unusually high number of pupils benefiting from the opportunity to learn a musical instrument. Provision for information and communication technology and art and design is also good, with teachers making effective use of well-equipped rooms for each of these subjects. Overall, the curriculum makes a satisfactory contribution to pupils' achievement.

Pupils are rightly pleased with the good care provided by members of staff. The school works well with others to ensure that all pupils, including those who are more vulnerable, are well cared for. Pupils become safety-conscious, healthy and happy learners who mostly behave well and are confident when talking to adults. Pupils demonstrate a good work ethic and are satisfactorily prepared for success in their future lives.

The acting headteacher's clear focus on raising standards has been effectively communicated to all staff. He has a realistic view of the school's current strengths and weaknesses as well as a clear idea of what steps to take next. Senior leaders and governors are providing satisfactory leadership and management and helping to move the school forward, but the impact of new initiatives cannot yet be fully measured. Parents are mostly very supportive of the school, although some have expressed concerns about unsettled leadership. Overall, there is a strong sense of staff, parents and governors working together to help bring about the necessary improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

From starting points which are broadly in line with those expected for their age, children make satisfactory progress overall. In communication and early reading and writing skills, many make good progress. By the end of the Reception year, most have reached the expected levels and some have exceeded them. Children settle into school routines quickly, play happily together

and learn to share and make choices. Children enjoy the wide range of activities provided and these ensure some good opportunities for imaginative play and creative learning. Knowledgeable staff members plan as a team to provide opportunities for children to gain a broad understanding across all areas of learning. There is an appropriate mix of indoor and outdoor adult-led tasks and activities chosen by the children. The teaching of basic literacy and numeracy skills is firmly based on practical tasks that really appeal to the children. For example, as part of their sea-side theme the children discovered a bottle containing a message and this inspired them to write their own messages. Children's enthusiasm for school life stems from staff taking good care of them and making sure they are safe at all times. Leadership and management of the Early Years Foundation Stage are satisfactory and becoming increasingly thorough in monitoring the progress of all children. With recent input from the acting headteacher, staff are working together to develop a clear sense of direction for the Reception class. The school has begun to develop further links with other Early Years Foundation Stage providers and to involve parents more in their children's learning.

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

- Raise standards, particularly in writing.
- Share best practice to ensure that teaching is consistently good across all year groups.
- Use assessment data more effectively to help pupils make more rapid progress.

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**

Pupils join this school with skills which are broadly in line with those expected for their age. They make satisfactory progress on their journey through school, reaching broadly average standards by the end of Year 6. The end of Key Stage 2 national test results for 2008 show standards which were broadly average in English, mathematics and science. School assessment data indicates that progress in writing is slower than progress in other areas of the curriculum. Overall, Key Stage 1 and 2 results in 2007 and 2008 point to a decline in standards following the above average results of 2006. This decline has now been halted. There have been some encouraging signs of improvement, with current Year 6 pupils reaching securely average levels in English and above average levels in mathematics and science. School tracking data shows that, within English, most pupils continue to make slower progress in writing than they do in reading. Pupils who find learning more difficult make satisfactory progress in line with their peers. Due to effective, targeted support, these pupils make good progress in writing.

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

### **Grade: 2**

Pupils' positive attitudes towards school are reflected in their enthusiasm for their work and seen in their good attendance. They respond well to the positive climate for learning and the good role models of adults. Behaviour in lessons is usually good and sometimes exceptional around the school and in the playground. Pupils say that they are happy at school and feel safe. They say there are few incidents of bullying and that staff handle them promptly if they arise. Relationships at all levels are very positive. As one pupil commented, 'Everyone gets on really well and no-one has a reason to be worried.' Pupils' spiritual, moral and cultural

development is good. They demonstrate a good understanding of how to keep themselves fit and healthy. Pupils enjoy their school lunches and physical activities. While many pupils bring a morning fruit snack, some still eat snacks high in sugar and salt. Year 6 'play leaders' are happy to look after younger pupils during lunchtime. Pupils contribute to their local community in a variety of ways, including raising funds for charities, but have few opportunities to build positive relationships with people from different backgrounds. The school council has a high profile and pupils feel their views are valued.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

While teaching is satisfactory overall, there are good features to teaching across the school. Teachers are enthusiastic and plan carefully for lessons. In the best lessons, pupils are highly motivated and make rapid progress in their learning. At times, the pace of learning slows due to over-direction by the teacher or, on occasions, the low level disruptive behaviour of a small minority of pupils. A key challenge facing the school is to make teaching consistently good in all classes at all times so that pupils' learning develops effectively from year to year. Teachers mark pupils' work frequently but they do not always give them clear enough guidance by identifying how they could improve. Teachers are beginning to make effective use of assessment data to meet the learning needs of all pupils. However, a newly-introduced rigorous approach in this area is not yet embedded across the school.

### **Curriculum and other activities**

#### **Grade: 3**

The impact of the curriculum overall is satisfactory, with some good and exciting aspects to the school's provision. Curriculum planning for literacy, numeracy and science is satisfactory, contributing to satisfactory achievement in these areas. Links between subjects are often explored and pupils make appropriate connections in their learning. All statutory requirements are met. Provision for music is strong, with above average standards being reached by many pupils. This was seen, for example, in an exciting and ambitious music lesson, in which over forty pupils were learning to play the violin. The school provides many activities to enrich learning, including educational visits, such as a theatre trip to see an adapted version of 'Romeo and Juliet'. An unusual and notable achievement in the recent past of the school was the Year 6 production of an animated, abridged version of 'Hamlet'. This exciting project required skilled team work and led to an end product of an exceptionally high standard. An appropriate range of clubs, including many with a sporting theme, contributes to pupils' enjoyment of school.

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

#### **Grade: 3**

This is a caring school that continually revises the arrangements for keeping pupils safe and addresses any problems as they arise. Staff know their pupils very well and respond to any worries promptly. As a result of consistently good pastoral care, pupils are confident about approaching adults in school and know that they will be listened to. All statutory safeguarding requirements are fully met. Staff are well trained to deal with pupils who have medical needs. Health and safety measures are appropriate and risk assessments are carried out for all activities. Teachers and teaching assistants work closely with other professionals to support those pupils

who find learning more difficult. This is especially successful in supporting good progress in writing. Overall, academic guidance and support are satisfactory. Tracking of pupil progress is becoming more rigorous so that teaching is better matched to pupils' needs. This is an evolving area of the school's work. Similarly, the school is beginning to work in closer partnership with parents to keep them informed about their children's progress. Although the majority of pupils know their class targets for literacy and numeracy, many are unaware of their own targets.

## **Leadership and management**

### **Grade: 3**

At present, leadership and management at all levels are satisfactory. In the short time since his association with the school, the acting headteacher has demonstrated a high level of commitment to improving the rate of pupils' progress and raising standards. He has introduced strategies and initiatives which are already beginning to make a difference in terms of more consistent management of behaviour, better relationships with parents and a clear improvement in the morale of staff. The acting headteacher has an accurate view of the school and has set a clear direction for the school to improve further. He is working closely with senior leaders and governors to implement the necessary changes, but it is too early for the full impact of these changes to be seen in pupils' achievement. Although encouraging community cohesion on a local level, the school accepts that more could be done to provide opportunities for pupils to meet and work with children from different cultural backgrounds. The school currently provides satisfactory value for money.

**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](http://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?	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?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

---

<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>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	3
How well does the school contribute to community cohesion?	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

**Annex B**

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

19 June 2009

Dear Pupils,

Inspection of West Winch Primary School, West Winch, PE33 0LA

Thank you for being so friendly when we came to inspect your school. We enjoyed talking to you and we listened very carefully to what you had to say. We have judged West Winch to be a satisfactory school where you are well cared for. The good care you receive helps you to enjoy school and behave well. We liked finding out about some of the things you particularly enjoy, such as music, art and design, and information and communication technology. You have produced some very good work in these subjects.

At the present time, the progress you make overall in your work is satisfactory. Mr. Oldridge and all of your teachers are determined to turn 'satisfactory' into 'good'. We think they have made a good start!

So that the school can carry on getting better, we have asked your teachers to:

- work together to help you do better in your work, particularly in writing
- make sure that all lessons are as exciting as the best ones
- help you to plan the next steps in your learning and to make faster progress

I hope that you will all contribute to improving your school by working hard, behaving well and sharing your ideas for the future.

Yours faithfully

Martyn Skinner

Lead inspector