

Winterton Primary School

Inspection report

Unique Reference Number	121200
Local Authority	Norfolk
Inspection number	327430
Inspection dates	26–27 March 2009
Reporting inspector	Judith Dawson

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.

Type of school	Primary
School category	Community
Age range of pupils	3–10
Gender of pupils	Mixed
Number on roll	
School (total)	55
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
Appropriate authority	The governing body
Chair	Mr John Downes
Headteacher	Mr Richard Endall
Date of previous school inspection	6 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Black Street Winterton-on-Sea Great Yarmouth Norfolk NR29 4AP
Telephone number	01493393218
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Age group	3–10
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Introduction

The inspection was carried out by an Additional inspector.

Description of the school

This smaller than average village school has a morning nursery class and will cater for the full primary age range from September 2009. Children join the Early Years Foundation Stage with a wide range of abilities but, over the last two years, their knowledge and skills have been below those expected of their age group. Almost all pupils are from White British backgrounds. An average percentage of pupils have social and emotional, moderate learning or speech and language difficulties or statements of special educational needs. A new headteacher has been in post since September 2008. The school holds the Investors in People award, the National Healthy Schools award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The Winterton Primary and Nursery School has been through a period of change since the last inspection, which is still ongoing. The new headteacher, experienced in Key Stage 2 practice, is well placed to ensure the school manages these changes successfully. The headteacher, governors and staff make sure that the school continues to provide a satisfactory education during these changes, and there is a sound potential for future improvement. They are united in their desire to build on the school's strengths and have been successful in continuing and extending the range of opportunities offered to the pupils within a caring and supportive environment. Parental comments include, 'This is a very happy and safe school' and, 'Teachers never waver in their commitment.' Pupils receive good care, guidance and support.

Standards in writing and mathematics are average at the end of Year 2. Older pupils are working at the expected levels for their age in writing, mathematics and science. This represents satisfactory progress from their starting points. Standards in reading throughout the school are above average because of the focus on developing pupils' reading skills. Pupils' academic achievements are satisfactory overall. Their personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils enjoy school, care for each other, work hard and behave well. Attendance has improved and is now close to average. Even so, a very small minority of pupils continue to arrive late or miss school without a valid reason, despite the school's efforts to promote punctuality and good attendance. Pupils have a good knowledge of how to keep safe and an excellent understanding of what constitutes a healthy diet. Those with responsibilities carry them out conscientiously.

Teaching, learning and the curriculum are satisfactory. Teachers have good relationships with their pupils and lessons are interesting. Pupils with social and emotional challenges or other learning difficulties receive good support that enables them to make similar progress as that of their peers. However, although teachers often plan work at different levels within each class, this is not always at a suitable level to challenge and extend learning because their expectations of what each pupil is capable of are not high enough. Oral advice in lessons is effective, but some pupils in Key Stage 2 are not given written advice about how to improve their work. The school is extending the curriculum in order to ensure pupils in each year group are taught the skills they need in English and mathematics. The additional opportunities for links with other schools, musical tuition and educational visits provide good enrichment.

Leadership and management are satisfactory. Equal opportunities are promoted effectively and resources are deployed efficiently. Plans for improvement are based on a sound understanding of the school's attributes, and the headteacher has successfully built on the good relationships with parents and the community. However, there has been too little monitoring of teaching and learning to identify what needs to be done to enable all pupils to achieve well. Plans for improvement show a desire to improve standards and pupils' progress but lack the measurable targets needed to facilitate rapid improvement in practice and to accelerate achievement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are given a flying start to their schooling in the Nursery. Adults ensure they are safe and well cared for within an exciting and stimulating indoor and outdoor environment. Children

are encouraged to do things for themselves, make decisions and experiment as they play. Activities are meticulously planned to extend learning in all aspects of the Early Years Foundation Stage curriculum. These are fine-tuned as a result of frequent assessments of children's skills and the identification of each child's next steps. Children thoroughly enjoy their learning. They have tasted different fruits and know exactly what they should be eating to be healthy. Through daily observation of their seedlings, they are learning what plants need to grow.

Adults in both classes take every opportunity to extend children's awareness of the sound and shape of letters and mathematical skills and the older children are well prepared for the rigours of the National Curriculum in Year 1. However, some children in the Nursery need support to help them improve their speech and there is a tendency for adults to 'translate' for each other, missing opportunities to help children develop their skills. The mixed Reception and Year 1 class is geared towards the Early Years Foundation Stage ethos where children learn through practical activities, so that children throughout the Early Years Foundation Stage make good progress across all areas of learning. However, because of the necessity to address the needs of pupils in Year 1, there are fewer opportunities for younger children to plan and select their own learning experiences. The Early Years Foundation Stage is well-managed, ensuring children in each class are cared for well, both pastorally and academically. Very effective links with parents help to make each child's learning seamless and enjoyable.

What the school should do to improve further

- Monitor teaching and learning regularly and systematically and use the outcomes to inform the school's plans for improvement.
- Ensure that all teachers have suitably high expectations, plan challenging activities and provide pupils with the necessary written advice to accelerate progress in writing and mathematics.
- Fine-tune plans for improvement so that the desired outcomes are specific and measurable.

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

The pupils now in Year 3 joined Year 1 with levels of attainment that were similar to other five-year-olds nationally. In the 2008 national assessments for seven-year-olds, they attained average standards in writing and mathematics, having made satisfactory progress. Standards in reading were well above average. Pupils throughout the school make good progress in reading because parents, carers and governors have made a strong commitment to supporting the development of fluent reading. Pupils currently in Year 1 are building satisfactorily on the good progress made in the Early Years Foundation Stage and are working at the expected levels for their age. The present Year 2 pupils have also made steady progress from their starting points, but few are working at the higher levels in writing and mathematics. The school's tracking data shows that pupils continue to make steady progress in writing and mathematics throughout Key Stage 2. There are indications that the progress of the oldest pupils in Year 5 is accelerating because of the staff's good understanding of what they should be achieving by this age. However, there is some way to go to ensure that all pupils achieve as well in writing and mathematics as they do in reading.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They learn to respect other cultures and faiths through their history, geography and religious education lessons. Their writing shows a good empathy with others and a strong sense of right and wrong. All pupils have a strong commitment to caring for the environment and 'green' issues. During the inspection, pupils regularly checked that everyone was participating in 'keep cool' week by ensuring radiators were off and windows closed. Their excellent understanding of healthy eating results in fruit in almost all lunchboxes. Pupils enjoyed the fruits of their allotment last summer, contributing to the harvest festival in church, an example of their good contributions to the local community. They support national and international charities, but have limited understanding of other communities in the United Kingdom. The school council is beginning to have an impact on the life of the school, helping to design playground games, for example. Pupils are developing satisfactory skills for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The good relationships between pupils and teachers generate a good climate for learning in each classroom. All teachers plan activities that encourage pupils to think for themselves. In a mathematics lesson, for example, pupils had the task of creating fractions of regular shapes, which they all enjoyed. Teachers have good subject knowledge and pupils are encouraged to use accurate technical vocabulary. Pupils work together well and teachers encourage discussion. However, pupils' mathematics and writing books show that some are not extending their skills as rapidly as they could, either because the work is too easy or not enough is expected of them. Teachers' marking in English books is often helpful and the best gives advice about how work could be improved. Some books have targets for improvement and teachers acknowledge when they have been achieved. However, this is not consistent practice throughout the school. Targets are not applied consistently in all classes and in some exercise books in Key Stage 2, there is very little written advice to enable pupils to take responsibility for their learning. Teaching assistants are skilled and pupils who have difficulties learning or behavioural or social challenges are supported well.

Curriculum and other activities

Grade: 3

There have been some good recent additions to the curriculum and the range of after-school activities and planned residential trips for the older pupils. Pupils enjoy their keyboard or guitar lessons. The strong focus on environmental issues fosters pupils' social development well. Links with local schools, like the athletics day at Flegg High School and the science day, broaden pupils' experiences. Links between subjects are developing, making learning more relevant. The curriculum is broad and balanced and includes French and plenty of sport, including swimming. The school is extending the curriculum to ensure that pupils of all abilities up to the age of 11 are provided with the basic literacy, numeracy, scientific and information and communication technology skills they need to enable them to excel.

Care, guidance and support

Grade: 2

This school has pupils' well-being at the heart of its work. It meets all statutory requirements for safeguarding pupils and, because of the very good relationships with parents, knows each pupils' pastoral needs extremely well. Good systems for involving outside agencies ensure pupils with learning, speech or social difficulties have appropriate support. These pupils have specific and achievable targets. The school provides small-group support for some pupils but this has not yet had a measurable impact on their progress. Good personal, social and health education provision lies at the heart of pupils' good personal development and well-being. Pupils' efforts are celebrated. Although care, guidance and support are good overall, some pupils are unable to see how they are improving or to take responsibility for extending their learning because the good oral guidance in lessons is not reflected in their written work.

Leadership and management

Grade: 3

The new headteacher has already had a positive impact on the life of the school. There had been a dip in the school roll because some parents sent their children to the school that their other siblings attend. However, the remaining parents were soon reassured that the school is in safe hands. The extended activities, links with other schools in the cluster, as well as the refurbished, extended, and attractive building and outdoor environment, add to the quality of pupils' experiences. The school is very much at the heart of the local community, helped by, for example, the headteacher raffling four hours of his time for charity. Equal opportunities are promoted well and the school ensures there is no discrimination. Community cohesion is satisfactory overall but there are limited opportunities to promote an understanding of the cultural and economic diversity within the United Kingdom. Managers and governors control the tight budget well. Resources, including personnel, are deployed effectively, providing good value for money. Leaders set suitable targets for their pupils. Subject leaders plan together and governors support some subject areas but the limited monitoring of teaching and learning prevents the production of precise plans for improving academic provision and pupils' achievement. Governors support the school well, although they are not fully involved in monitoring the outcomes of school initiatives.

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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?	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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

¹Grade 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

How good are 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	1
The extent to which learners adopt safe practices	2
The extent to which 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	3
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 learners' needs?	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?	2

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

29 March 2009

Dear Pupils

Inspection of Winterton Primary and Nursery School, Winterton-on-Sea, NR29 4AP.

Thank you all very much for your friendliness and help when I visited your school recently. I was pleased to see how much you enjoy school, how well you behave and all your hard work. Well done! A special thanks to members of the school council who shared your views with me.

You told me that you are well cared for in school. I agree with you: your school is a caring and friendly place to be. You also told me, very clearly, what we should all be doing to keep ourselves healthy. I will take your advice! Good luck with this season's vegetables and fruit - the Nursery children's seedlings are already growing well. Those of you who have special jobs do them well. I agree that you now have lots of interesting things to do after school and in Golden Time, and I was glad to hear that you did well at your football tournament.

Children in the Nursery and Reception classes have a good start to school and learn quickly because they have lots of interesting things to do and are taught well. Throughout the school, everyone makes good progress in reading and I know how much you enjoy reading to the governors and visitors to school. I have asked your school to do some things to help you make the same good progress in writing and mathematics. I would like teachers to help each other by watching lessons and looking at your work to make sure you have plenty of challenge. I have looked at your work and I agree with some of you that sometimes your work is too easy. I know some teachers' marking is very helpful. I have asked all teachers to make sure that they give you advice on how to improve when they mark your work. Make sure you take their advice, won't you? I have also asked the grown-ups in charge of the school to make plans that show exactly what needs to be done to help you achieve as well as you can.

All the teachers and other grown-ups have made a good start in changing your school as the oldest pupils stay on each year. It is a satisfactory school at the moment and is improving steadily. Your teachers are working hard to make things even better for you. I am sure you will help them by continuing to enjoy school and always doing your best. Good luck for the future.

Yours truly,

Judith Dawson

Lead inspector