

# Winsham Primary School

## Inspection report

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<b>Unique Reference Number</b>	123668
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	327959
<b>Inspection date</b>	11 February 2009
<b>Reporting inspector</b>	John Carnaghan

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.

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<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)	22
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>	Robert Shearer
<b>Headteacher</b>	Lynda Slattery
<b>Date of previous school inspection</b>	11 October 2005
<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>	Church Street Winsham Chard TA20 4HU
<b>Telephone number</b>	01460 30377
<b>Fax number</b>	01460 30377

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Winsham Primary School is very small. It has about twice as many pupils with learning difficulties and/or disabilities as average and most of these pupils have moderate learning difficulties. All pupils are of White British heritage. The school has a very small Early Years Foundation Stage. The school holds the Healthy School award. There is an independently run pre-school which shares the school site. This was 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

Winsham Primary School provides a satisfactory education. The school works hard to maximise the advantages of small schools. It has a number of strengths, particularly pupils' personal development. However, there are some significant concerns about provision for the small number of children in the Early Years Foundation Stage.

Pupils' personal development is good. Pupils develop as mature, caring individuals and their behaviour is invariably good. Pupils enjoy school and their attendance is above average. Care, guidance and support are satisfactory. Teachers know pupils very well, showing strong commitment to their care and providing a secure environment. However, marking and academic advice do not always give pupils a clear understanding of how they could improve their work.

Parents are generally pleased with the school and praise the pleasant atmosphere. One typical comment was, 'Teachers are always welcoming me as a parent and always listen to anything I have concerns with. I feel the partnership between parents and staff is very strong.' Teachers and other staff work in close harmony and shared leadership and management ensure the school runs smoothly. Shared priorities for the future are supported by the governors, who work hard to help and challenge the school. Monitoring by the school and governors tends to be informal and has not fully addressed concerns over the Early Years Foundation Stage.

Pupils start and leave school with below average standards. The small number of pupils means there are variations in standards from year to year, but achievement overall is satisfactory. This is similar to the picture at the last inspection. Standards remain below average because of inconsistencies in teaching and learning. Although satisfactory overall, there are notable examples of good practice. Occasionally, teaching lacks drive and this slows learning. Good behaviour and pupils' positive attitudes provide some counter-balance and promote learning well. Improved assessment methods provide clear information on pupils' progress and ensure that those with learning difficulties and/or disabilities receive good support.

The curriculum is satisfactory and greatly benefits from strong partnerships with other local schools. It has improved and provides stimulating activities that engage pupils' interest. The school's promotion of community cohesion is inadequate. Pupils have a limited understanding of the nation's and the world's diversity or of the multiplicity of cultures in Britain.

The school has made progress since the previous inspection, particularly in the curriculum, and both its improvement and its capacity for further improvement are satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 4

The leadership of the Early Years Foundation Stage has not fully adapted to recent developments and, as a result, provision does not meet requirements. Teaching at times is too directive, which means that children's activities are generally initiated by the teacher. Children have too few opportunities to select what they do or to develop independence. There is too little assessment of children's standards and progress. Children's attainment is not tracked with sufficient accuracy, so their progress is difficult to ascertain. Teachers have too little understanding of children's learning needs, and planning of activities fails to take into account the variations in support and challenge required by individuals. In practice, children in the Reception year largely experience a diluted Key Stage 1 curriculum and this is inadequate as it is inappropriate to their needs.

Children have too few opportunities to play and learn outside. The classroom is shared with Years 1 and 2 pupils and often has only one adult present. In these circumstances, the teacher cannot supervise both the classroom and outside area, so children do not go outside and lack opportunities for free-flowing learning activities.

There are some positive features. The welfare of children is satisfactorily promoted and adults know individual children well. Children are helped in their transition into Reception class by links with the adjacent pre-school. There are good relationships in the classroom and children behave well.

Weaknesses in the curriculum, teaching and assessment mean that children's achievement is inadequate. Those in charge are insufficiently focused on raising achievement and do not fully address current learning and development requirements. The headteacher is aware of the need to improve leadership and management of the Early Years Foundation Stage.

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

- Improve the provision for children in the Early Years Foundation Stage so that planning, teaching and assessment ensure they make better progress towards meeting the early learning goals.
- Raise pupils' achievement by providing more consistent challenge in lessons and ensuring pupils benefit from more focused academic guidance.
- Increase opportunities to improve pupils' understanding of United Kingdom and global communities.

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 Year 1 with standards below those expected for their age. In particular, they lack the capacity for independent learning because they have had insufficient opportunities for this in the Early Years Foundation Stage. The stimulating curriculum in Key Stages 1 and 2 provides good opportunities for pupils' learning. Despite inconsistencies in teaching, the achievement of all pupils, including those with moderate learning difficulties, is satisfactory. This consistency of achievement is promoted by teachers' very good knowledge of pupils and their needs. All staff work to fully involve pupils in all activities, so ensuring satisfactory equality of opportunity.

Standards in the national assessments have tended to vary year by year because of the very small groups being assessed. Over time, the trends are clear, standards at the end of both Key Stages 1 and 2 are below average and this is similar to children's starting points.

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

### **Grade: 2**

Pupils enjoy school life and work and play harmoniously in the company of their peers and school staff. Their attendance is above average. Pupils show good knowledge of how to live healthy lifestyles, promoted by the numerous opportunities the school provides for exercise and sport. They know what foods are best for them, and many are involved in growing their own vegetables in the school garden. Pupils know how to stay safe and what strategies to use

on the rare occasions when there are any difficulties in their relationships with one another. Pupils' behaviour is very good. They are calm, mature and trustworthy and their positive attitudes make a major contribution to the pleasant atmosphere in lessons.

Pupils make satisfactory contributions to the local community through village and church events but lack opportunities to make their own views heard at school through, for example, a school council. Their development of skills to equip them for the future is satisfactory, but pupils do not have sufficient opportunities to further their understanding of the world of work. Pupils' spiritual, moral, social and cultural development is satisfactory with strengths in social development but pupils' awareness of other cultures or of life in a multicultural society is more limited and recognised by the school as an area to improve.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There is much good classroom practice, particularly in Key Stage 2. Many lessons are stimulating and have pace. Teachers use their close knowledge of pupils' needs to adapt work, so that those who need it receive good support and those who do not are kept working at full stretch. Pupils enjoy learning and participate keenly in lessons, demonstrating consistently good behaviour and keen enthusiasm to help one another. Teachers manage classrooms and pupils with quiet assurance and plan well to use interesting resources. The variety and quality of percussion instruments available in a Key Stage 2 music lesson made pupils' work on samba rhythms enjoyable and authentic sounding. Computers are also used well to promote learning in many subjects. However, some lessons are slow-paced and repetitious. Pupils sit patiently but do not always receive sufficiently interesting or challenging work and this has an impact on their achievement. Marking of books is inconsistent and pupils generally receive too little written advice to help them to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The school has focused, with some success, on making its curriculum more varied and stimulating. Effective links with local schools has enabled a good breadth of opportunities. For example, the school offers two modern foreign languages. The same local consortium plans and delivers a great variety of sporting and other special events which enrich pupils' experiences. There is a good range of after-school sporting and other activities. Pupils enjoy these and attendance is high. A range of visiting teachers bring their expertise into school and deliver interesting lessons in subjects such as music. Pupils enjoy meeting other visitors, who bring their experience of the wider world to the school. While there are a number of trips for pupils, they tend not to be to distant or contrasting areas.

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

#### **Grade: 3**

The school maximises the benefits of its small size by providing a nurturing environment where all pupils are known well. Parents recognise this and are pleased that their children are happy and well cared for. Formal procedures to ensure pupils' safety are robust and regularly reviewed and risk assessments are thorough in this safe, supportive environment. Attendance issues are chased up promptly by the efficient administrative staff. The needs of pupils with learning

difficulties and/or disabilities are quickly recognised and these pupils receive effective and sympathetic support.

Small classes enable teachers and other staff to offer continual, informal support and advice to pupils about their academic progress. Written advice is less helpful and pupils are sometimes not aware of the standard of their work. Although the school has started to set older pupils targets for improvement, these tend to be impersonal and inflexible. For example, if a pupil reaches his or her target quickly, there is no means of moving on to a new goal until the next date for setting targets.

## **Leadership and management**

### **Grade: 3**

All staff work as a close-knit team to ensure that the school runs smoothly day to day. The headteacher has a satisfactory understanding of the school as reflected in the school's self-evaluation and fully involves her colleagues in its leadership and management. Responsibilities are equitably shared and no significant decisions are taken without thorough consultation. This ensures that all staff follow agreed values and objectives. The school collaborates closely with the local authority to set realistic and appropriately challenging attainment targets and strives to meet these.

Governors and staff all contribute to the drawing up and monitoring of the school development plan. This document accurately identifies the correct priorities for the school. The monitoring of teaching and learning is largely informal and does not focus sufficiently on ensuring there is consistency of practice and challenge.

Governors support the school strongly and, through their 'governor of the month' programme, are developing a clearer understanding of the school. They continue to promote the school's future in the face of proposals for closure and have a number of ways to enable them to challenge the school's leadership.

The school's strategy for contributing effectively to community cohesion is not fully in place. Links with the local community are strong and the school is fostering international understanding through links with the Fair Trade organisation. However, the school does not take enough account of the full range of ethnic, religious and socio-economic diversity in the national community so pupils lack an understanding of others from different backgrounds.

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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?	4
How well do children in the EYFS achieve?	4
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	4
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	4

**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

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<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	3
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?	4
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**

12 February 2009

Dear Pupils

Inspection of Winsham Primary School, Winsham TA20 4RJ

Many thanks for being so welcoming when the inspectors visited your school recently. It was good to meet and chat with you and we are glad that you are so happy at school.

Winsham gives you a satisfactory education. The main strength of the school is your good personal development. The school helps you to grow up as mature, well-behaved young people. However, you do not know enough about the wider world. All teachers and other adults work together to help run the school and leadership and management are satisfactory. You start and leave school with standards which are lower than those of most pupils in the country and your achievement is satisfactory.

Children are not given a good enough start to school life when they start in Reception. These youngest children do not make as much progress as they should.

Teaching and learning are satisfactory. Sometimes you are not challenged enough and this limits the progress that you make. The mixture of topics and subjects (known as the curriculum) is satisfactory. You are well looked after, but written advice needs to show you more clearly how to improve your work.

I have asked the school to improve three important areas:

- Change what is planned and taught in the Reception year, so the youngest children are better prepared for school life.
- Improve teaching so that it is all lively, challenges you to do your very best and so that you all get more specific written advice about how to improve your work.
- Give you more opportunities to find out about life in other parts of the country and the world.

Once again, thanks for all your help. It was great meeting you.

Yours faithfully

John Carnaghan

Lead inspector