

# Winterbourne Earls Church of England Primary School

Inspection report - amended

---

<b>Unique Reference Number</b>	126372
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	328487
<b>Inspection dates</b>	4–5 March 2009
<b>Reporting inspector</b>	David Mankelow

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	181
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>	David Joyce
<b>Headteacher</b>	Jennifer Purchase
<b>Date of previous school inspection</b>	8 December 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>	Summerlug Winterbourne Earls Salisbury SP4 6HQ
<b>Telephone number</b>	01980 611356

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	4–5 March 2009
<b>Inspection number</b>	328487

**Fax number**

01980 619500

**Age group** 4-11

---

**Inspection dates** 4-5 March 2009

---

**Inspection number** 328487

## Amended Report Addendum

---

© 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

Winterbourne Earls Church of England Primary School is smaller than average. About 60% of pupils attend from outside its immediate area and just over 20% are from military families. The proportions of pupils eligible for free school meals, from minority ethnic groups and with learning difficulties and/or disabilities are below average but the proportion with statements of special educational needs is above average. The school makes Early Years Foundation Stage provision in a Reception class. The school has received the Activemark and Eco-School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Winterbourne Earls is a good school. Children's skill levels when they enter the Reception class vary from year to year but for the last two years they have been broadly in line with those expected for their age. From their starting points, pupils make good progress as they move through the school and reach standards that are above average by the time they leave. This is because the teaching is good overall and some, notably in Reception and Key Stage 2, is outstanding. Providing excellent pastoral care is at the heart of the school's work. As a result, most children settle quickly and happily into school routines and develop into mature, polite young people before they move to their secondary schools. Most parents are supportive of the school, particularly appreciating the care that the staff provide. One parent typically wrote, 'What a wonderful school. Professional, caring teachers who really, really do care about all their pupils and they work very, very hard.' Another simply commented, 'My son's teacher is an absolute treasure.'

Teaching is characterised by excellent relationships so most pupils enjoy coming to school and usually have a good attitude towards their work. Attendance is above average. Most pupils behave well but on occasions lessons do not move at a sufficiently brisk pace. In these lessons pupils' attention begins to wander so they do not make as much progress as they should. Teachers' subject knowledge is generally good and they give clear explanations.

The good curriculum is enriched by a wide range of after-school clubs, especially sport related, that make a significant contribution to pupils' excellent adoption of healthy lifestyles. Lessons are generally interesting so most pupils enjoy coming to school.

Leadership and management are good. Governors make a good contribution to the leadership of the school. They have a detailed and accurate understanding of the school's strengths and weaknesses because they are well informed by reports from the headteacher and through their visits to school. Subject leaders contribute towards some elements of the school's self-evaluation procedures but are insufficiently involved in monitoring lessons and do not all carry out a detailed analysis of pupils' books. As a result, some areas of relative weakness are overlooked and therefore have not been addressed. For example, whilst all teachers mark pupils' work conscientiously, some do not always give pupils enough information about how to improve their work, so pupils go on and make the same errors again. Assessment and tracking procedures have improved since the last inspection. Assessments are now carried out more frequently and the results are used to identify pupils at risk of underachieving. Good provision is then made, which ensures that they keep up. Since the last inspection there have also been improvements in achievement, teaching, the curriculum, care, guidance and support and leadership and management. This demonstrates that the school has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Overall provision in the Early Years Foundation Stage is good. The Reception class staff provide excellent pastoral care and have consistent, high expectations of children's behaviour. As a result, children's personal development is outstanding. Children make good progress because they are excited by the activities that the staff provide for them. An example is the role play area being set up as a bird hide, which enthused the children and fostered their interest in the world around them. Also, children really enjoyed 'pulling the curtain across' on the interactive

whiteboard to see which sound they would be learning next. Teaching is effective and there is a good balance between adult-led and child-inspired activities. Accurate assessments are made and the information is used well to provide activities that are well matched to children's individual skill levels. For example, a more able child was expected to write his own sentence while his classmates were working on one collectively. The outside area that is available is used well to promote all areas of learning. However, it is very small and does not have a covered area so cannot be used in bad weather. Leadership and management are good. The staff work together well as a team and all are involved in making regular assessments of children's development. This information is then used by the team to plan future activities that are well matched to children's skill levels.

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

- Ensure that the quality of teaching is consistently high by making sure that all lessons move at a sufficiently brisk pace and that marking always informs pupils about how to improve their work.
- Extend the monitoring responsibilities of subject leaders to include lesson observations and analysis of pupils' books.

### **Achievement and standards**

#### **Grade: 2**

Most pupils enter Year 1 having achieved the learning goals expected of five-year-olds. All groups of pupils make good progress in Years 1 to 6 and results in national tests at the end of Years 2 and 6 have been above average for a number of years. The school has recognised that in some cohorts girls did less well than boys in mathematics and has taken effective action to overcome this by boosting their confidence. An excellent example was seen in a Year 6 lesson when girls were grouped together for a mental mathematics game, ensuring that they were not undermined by the boys. This was especially effective because the girls won!

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

#### **Grade: 2**

Pupils' personal development and well-being are good. Their spiritual, moral and social development is good. Pupils demonstrate high levels of concern for others in taking responsibilities in daily activities, such as, being playleaders at playtimes. Pupils' cultural development is satisfactory. Although it is promoted well through the school's good art and music curriculum, pupils' understanding of Britain as a diverse society is less well developed. Pupils feel safe in school and happily go to a friend or a member of staff if they are worried. A typical comment was, 'We have lots of friends if we are hurt.' Pupils also told inspectors that they did not think there was any bullying at school. Pupils make a good contribution to the school and local communities. The eco-committee plays an active role in keeping the school clean and tidy and elderly people from the Day Centre are regular visitors to school. Pupils are well prepared for their future lives. They work well together collaboratively and older pupils develop a good understanding of the world of work and business. For example, Year 6 pupils talk very enthusiastically about the product designs and business plans that they are preparing to present to governors, entering the 'fox's den' rather than the 'dragon's den'! Governors will judge which product has the best chance of commercial success.

## Quality of provision

### Teaching and learning

#### Grade: 2

Lessons are mostly well planned with clear learning intentions and work is generally accurately matched to pupils' prior learning. Teachers make accurate ongoing assessments of pupils' progress during the course of lessons and amend their plans if necessary. The talented team of teaching assistants are well deployed to support pupils with learning and with behavioural, emotional and social difficulties. As a result, these pupils concentrate well and make the same good progress as their classmates. In a minority of lessons pupils spend too long on the carpet before getting on with their work. On these occasions they lose concentration and this slows their progress.

### Curriculum and other activities

#### Grade: 2

A wide range of visits and visitors have a good impact on pupils' enjoyment and academic achievement. For example, pupils in Year 4 were keen to tell inspectors about the grandfather who had visited school to talk about his experiences during the Second World War. Pupils in Years 5 and 6 have produced some excellent pottery on the theme of fantasy creatures, made while working with a visiting artist. Teachers make good links between some subjects. For example, the Year 3 topic on Egypt used history, geography and art to stimulate a variety of styles of writing. Teachers make good use of interactive whiteboards in many lessons but information and communication technology is not used as well as it should be to support pupils' learning in other subjects.

### Care, guidance and support

#### Grade: 2

The school's outstanding pastoral care results in most pupils feeling extremely safe and secure. The latest safeguarding requirements are fully met. The school has good links with other agencies that make an effective contribution to pupils' personal development. For example, links with the church provide opportunities for pupils to reflect on their place in the world. Academic guidance is good overall but marking is inconsistent. Some gives pupils clear guidance on what they need to do next but this is not the case in all classes.

## Leadership and management

#### Grade: 2

Under the sensitive guidance of the headteacher, leadership and management have improved in a number of respects since the last inspection. Teachers now carry out termly assessments of pupils' standards in reading, writing and mathematics. This information has been used to identify a small number of individual pupils who are not making the progress expected of them. They are given additional support and quickly make up the ground they have lost.

The promotion of community cohesion is satisfactory. The school has a good understanding of its own community and does much to promote cohesion within it. However, the school's

leaders are aware that the curriculum does not do enough to promote cohesion within the wider UK and global communities.



**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?	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 capacity to make any necessary improvements	2

### 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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 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	2
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**

6 March 2009

Dear Pupils

Inspection of Winterbourne Earls Church of England Primary School, Salisbury SP4 6HQ

You may remember that I visited your school a couple of weeks ago with another inspector. Thank you very much for telling us all about your school and for making us feel so welcome. I am writing now to tell you what we found.

You and your parents and carers believe that you go to a good school and we agree with you. You make good progress as you move through the school and many of you reach standards that are higher than most 11-year-olds' when you move to your secondary schools. This is because the teaching is good and some of your lessons are outstanding.

We were really impressed by the way the staff look after you and how you look after each other. Most of you enjoy coming to school because you are given interesting work to do. You also enjoy the wide range of clubs that the staff provide for you.

We have asked your headteacher and teachers to do two things to make your school even better:

- make sure that you never spend too long listening to the teachers before getting on with your work and that marking always lets you know exactly what you need to do next in order to improve your work
- make sure that the teachers responsible for particular subjects spend more time watching your lessons and looking at your books.

You can help your teachers a lot by continuing to work hard and behave well.

I wish you all the very best for the future.

Yours faithfully

David Mankelow

(Lead Inspector)