

# Winton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113746
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	331563
<b>Inspection dates</b>	5–6 May 2009
<b>Reporting inspector</b>	David Curtis

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)	554
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>	Ian Murray
<b>Headteacher</b>	Sharon Gaskin
<b>Date of previous school inspection</b>	22 April 2008
<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>	Oswald Road Bournemouth BH9 2TG
<b>Telephone number</b>	01202 513988
<b>Fax number</b>	01202 510979

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	5–6 May 2009
<b>Inspection number</b>	331563

---

© 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 three additional inspectors.

## Description of the school

This is a large primary school with three classes in each year group, including the Early Years Foundation Stage. The majority of pupils are of White British heritage, with an increasing proportion from a range of minority ethnic groups. Thirty-two pupils are at the early stage of English acquisition, although none is in receipt of specialist funding. The proportion of pupils with learning difficulties and/or disabilities is above the national average, with most having speech, language and communication or behavioural, emotional and social difficulties.

At the time of the last inspection the school was given a Notice to Improve. In December 2008, it received a monitoring visit from an Ofsted inspector. The headteacher has been in post since September 2008. Currently, the school has two acting deputy headteachers both on secondment from within the local authority.

The privately managed 'Safe and Sound at Winton' breakfast- and after-school club is situated in the school building.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It is a satisfactory and rapidly improving school. Since her appointment, the very effective headteacher, with strong support from the governing body and the local authority, has had a significant impact on driving the school forward. The most significant successes have been firstly in the empowerment of phase leaders and subject leaders in their management roles and secondly in the school's systems for monitoring and tracking pupils' progress. As a result, underachievement is identified quickly and intervention programmes are put in place to support pupils in danger of falling behind. The significant decline in standards over the last five years in the Year 6 National Curriculum tests has been reversed. Standards have risen from exceptionally low in 2008 to broadly average and pupils' achievement in Years 3 to 6 has improved from inadequate to satisfactory. In English, pupils' writing is a weaker area and, in mathematics, pupils remain insecure in the use and application of mathematics in problem solving. Based on its recent track record, the school has satisfactory capacity for further improvement. Children start school with standards below expectations for their age, especially in communication, language and literacy. They make good progress in the Early Years Foundation Stage and this continues into Years 1 and 2 where standards are broadly average in reading, writing and mathematics. Boys underachieve in comparison with girls because of immaturity and a lack of concentration in lessons. Pupils with English as an additional language, together with those who have learning difficulties and/or disabilities, make similar levels of progress to their peers.

Effective teaching and learning in Years 1 to 4 contribute to good progress in lessons and higher standards. However, in Years 5 and 6, there is insufficient good teaching to motivate and engage pupils and close gaps in previous learning. As a result, teaching and learning across the school are satisfactory overall. Where teachers use 'Steps to Success' consistently with pupils, especially in telling them what they 'must, should and could' achieve in lessons, pupils respond enthusiastically and work hard. However, the use of 'Steps to Success' is inconsistent and not used in all classes to engage and motivate pupils. There is still too high a proportion of lessons where pupils have to sit and listen to teachers for too long. In such lessons, progress is restricted because they do not have enough time to work. Currently, the satisfactory curriculum does not fully engage boys' interest, especially in the younger classes. However, where pupils see meaningful links between subjects, they show greater interest and use their literacy and numeracy skills successfully.

Pupils' personal development and well-being are satisfactory and underpinned by satisfactory care, guidance and support. Pupils have a good understanding of healthy lifestyles and know how to stay safe in school. Behaviour is satisfactory. Pupils and parents express anxiety that there are inconsistencies in behaviour management and feel that 'naughty pupils get away with it'. There is insufficient focus on praise and reward for those pupils who feel they work hard and conform. Pastoral support for pupils is improving, with the leadership team proactive in improving the quality of support and intervention from outside agencies. There are inconsistencies with academic guidance for pupils, especially in the use of individual targets to give them their next steps in learning.

Parents expressed concerns about the level of communication between home and school in relation to recent change within the school leadership team. The school accepts that more work is needed in this area.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make a good start to their schooling in the Early Years Foundation Stage. Responses in the parents' questionnaires were very positive in relation to how pleased parents are with the way their children settle into school and with the progress they make. Progress is good and children reach or exceed the standards expected by the time they start Year 1. In personal, social and emotional development, a number of boys are immature and find it hard to listen and concentrate, although teachers are aware of this and are exploring how to engage these boys more in learning. Children co-operate well with each other. Teaching and learning are good, especially in the key skills of communication, language and literacy where strengths in the teaching of letters and sounds contribute to children's good progress. The outdoor environment is used successfully to support learning through the very careful choices of resources to help children discover things for themselves. In the indoor learning environment, children have fewer opportunities to choose activities for themselves which restricts their independence. Good attention is paid to children's welfare and the most vulnerable children are supported effectively. Leadership and management are good. The phase leader is enthusiastic and is supported exceptionally well by her colleagues in helping to improve the quality of provision further.

### What the school should do to improve further

- Raise standards in writing in Years 3 to 6, especially in spelling, punctuation and grammar; and in pupils' use and application of mathematics in problem solving in Years 3 to 6.
- Improve the quality of teaching, particularly in Years 5 and 6, with a particular emphasis on teachers using consistently 'Steps to Success' and in ensuring pupils know how to improve their work.
- Improve, across the school, the consistency and use of individual pupil targets to give pupils their next steps in learning.
- Revisit the school's behaviour policy to ensure there is a greater emphasis on praise and reward; and revisit the school's policy for communication with parents so that parents know the lines of communication open to them with the headteacher and staff.

A small proportion of schools whose overall effectiveness is judged as 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 school has successfully reversed the downward trend in pupils' performance at the end of Year 2; there is clear evidence that standards are improving. Consistently good teaching, together with the successful teaching of letters and sounds, are the key drivers behind improvement. In Years 3 to 6, the most significant evidence of improvement is in Years 3 to 4, where pupils make at least the expected levels of progress and reach good standards. In Years 5 to 6, the pace of improvement, whilst evident, is slower. Standards in writing are weaker than in reading, especially in spelling, grammar, punctuation and handwriting. In mathematics, pupils' skills in number are improving rapidly, but pupils still lack confidence in using and applying such skills in problem solving. This is partly due to a legacy of prior underachievement but, in addition, it is the result of teaching that does not consistently engage and motivate pupils to reach the

standards of which they are capable. Too often, more-able pupils are not challenged sufficiently in lessons.

Through effective support from teachers, teaching assistants and their fellow pupils, pupils learning English for the first time make good progress and achieve as well as their peers within each year group. Pupils with learning difficulties and/or disabilities receive good support and achieve well against the targets set in their individual education plans.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. There are strengths in the quality of relationships between pupils from different ethnic backgrounds. Pupils' understanding of life in the national dimension of multicultural Britain is less secure. Attendance is satisfactory and this is reflected in pupils' enjoyment of school. Currently, the school does not focus sufficiently on praise and reward and this is a factor behind pupils' and parents' concerns over behaviour, especially their perception of unfair treatment as the result of the misbehaviour of a minority. Pupils' involvement in the local community is good, although within school, their roles and responsibilities are not as well developed as in other primary schools. The school council has a satisfactory voice in the day-to-day running of the school. Council members and other pupils show commitment and empathy for others through their fund-raising for charities. Pupils' preparation for their future economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Most lessons begin with teachers sharing the learning objective with pupils and the 'Steps for Success' which identify what pupils must, should and could achieve in the lesson. At the moment, there is inconsistency in ensuring that the 'Steps for Success' are achieved by the end of the lesson. Teachers' subject knowledge is good, with the teaching of letters and sounds proving to be a key factor in improved standards in writing, especially in the Early Years Foundation Stage and Years 1 and 2. Steps to improve the teaching of mental arithmetic skills are proving successful, with teachers using time effectively to improve pupils' skills in this key area of mathematics. Most work is marked regularly, although inconsistencies remain in telling pupils how they can improve their work. At times, teachers do not have high enough expectations, especially in relation to the quality of handwriting and presentation. Such inconsistencies are more evident in Years 5 and 6. Teaching assistants provide effective support for pupils with learning difficulties and/or disabilities, especially in small group work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets the requirements of the National Curriculum and pupils enjoy the opportunity to learn French. The school has taken on board the new 'Primary Strategy' and is using it successfully as a tool to drive up standards. It recognises that currently the curriculum does not always motivate and engage boys, and steps are in place to further develop meaningful links between subjects to capture the enthusiasm of boys. Staff plan to introduce the 'Big Write' programme in the near future to build on the successes of the teaching of letters and sounds in order to raise standards in writing. Currently, the curriculum is not sufficiently focused

on developing pupils' cultural development. Pupils benefit from a good range of enrichment activities in sport and music. They show great enthusiasm and willingness to take part in school productions.

## **Care, guidance and support**

### **Grade: 3**

The school meets requirements for the safeguarding of pupils and child protection. Since the appointment of the headteacher, the school has been more proactive in engaging with a wider range of outside agencies to support pupils with learning difficulties and/or disabilities. It uses the behavioural support team more effectively and works closely with the education welfare officer to encourage good attendance and punctuality. The support for pupils with specific learning difficulties and/or disabilities is good and ensures that these pupils play a full part in the day-to-day life of the school.

Academic guidance for pupils is improved primarily because phase leaders, subject leaders and class teachers have a detailed picture in relation to tracking pupils' progress. However, this information is new and inconsistency remains in the way in which all teachers use the data available to guide pupils forward in their learning. Individual pupil targets for literacy and numeracy are not used consistently by all staff to guide pupils in their next steps in learning. Where pupils do know their targets, it has a positive and motivating influence on their desire to improve.

## **Leadership and management**

### **Grade: 3**

The headteacher, supported effectively by senior staff, governors and the local authority, has a clear vision for the future of the school which is focused on the need to raise standards and to ensure that all pupils achieve to their potential. In a short time, she has developed the roles of phase leaders and subject teams so that they make an effective contribution to monitoring the quality of teaching and learning and the standards pupils achieve. Data are used constructively by senior leaders to identify underachievement, and intervention programmes, such as the 'Maths Workshops', have a discernable impact on improving standards. Much remains to be done, especially in raising standards in writing and in developing the recognition that standards and achievement are the responsibility of all teachers. The governing body, led by an effective Chair, is very challenging and totally committed to school improvement. Governors have been focused on addressing the significant issues from the previous inspection and readily accept that they need to do more to develop the school's role in the wider UK and global community.





## 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?	3
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 <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>	3
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	3
The attendance of learners	3
The behaviour of learners	3
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**

7 May 2009

Dear Pupils

Inspection of Winton Primary School, Bournemouth BH9 2TG

- Thank you for the help you gave us when we inspected your school. In particular, may I thank the school council and those of you from Year 6 who gave up part of your lunchtime to meet with the inspectors
- I am pleased to tell you that your school no longer needs a 'Notice to Improve'. It is now a satisfactory school which is improving rapidly.

These are the areas where inspectors feel that the most improvements have been made.

- You make good progress in most lessons and the work you are doing is now of a standard expected for your age.
- The teaching of letters and sounds is improving your reading and writing skills, especially for the younger ones.
- You have a good understanding of healthy lifestyles.
- You enjoy taking part in clubs and school productions.
- Teachers and teaching assistants look after you well to make sure you are safe in school.
- Your headteacher and governors are determined to help you make even better progress and reach even higher standards.

There are a number of important things that we have asked your headteacher, teachers and governors to do in order to make your school even better.

- To improve your spelling, punctuation and grammar and the way you use mathematics to help you solve problems, especially for those of you in Years 3 to 6.
- To make sure that those of you, especially in Years 5 to 6, know how to improve your work and that teachers use 'Steps to Success' to help you learn.
- To make sure that all of you have individual targets so that you know how to improve your work.
- To make sure that there is more praise and reward for you, and that your parents know the ways in which they can meet your headteacher and teachers.

Yours faithfully

David Curtis

Lead inspector