

Winkleigh Community Primary School

Inspection report

Unique Reference Number	113174
Local Authority	Devon
Inspection number	331596
Inspection dates	23–24 September 2009
Reporting inspector	David Townsend HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Mrs S Gill
Headteacher	Mrs J Rivans
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 15 lessons, and held meetings with governors, staff, groups of pupils and a local authority officer. They observed the school's work, and looked at a range of school documentation, including its policies, records and improvement plans. Evidence was also drawn from the parent questionnaire returns, as well as from the pupil and staff surveys that were administered for this inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's target setting and support strategies on pupils' achievement, especially that of higher attainers
- how well teachers in all year groups are using assessment information to plan lessons that challenge all pupils
- the effectiveness of the school's safeguarding arrangements
- how well leaders track pupils' progress and the impact of teaching upon pupils' learning.

Information about the school

Winkleigh Primary is a small village school. Most pupils are of White British heritage and speak English fluently. The proportion of pupils who have learning difficulties and /or disabilities is below average, as is the number of pupils who have a statement of special educational need. The proportion of pupils eligible for free school meals is much lower than the national average, although there are some pockets of deprivation within the rural community. When it was last inspected in June 2008, the school was given a Notice to Improve. Since then, some new staff appointments have been made. Children start school in the Early Years Foundation Stage Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Winkleigh Community Primary is a satisfactory and improving school. 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. Inspection survey evidence shows that the school enjoys the overwhelming support of the pupils and parents. The pupils are appreciative of the staff's dedication to securing their personal welfare and academic success. Parents, too, think the school has developed well in the last year.

The quality of pupils' learning is improving. It is at least satisfactory and often good. Provision in the Early Years Foundation Stage is a strength of the school. In the school as a whole, teachers are now making better use of assessment information to plan lessons to meet most pupils' needs. In lessons, most use a wider range of strategies to involve pupils in class discussions but there remains variation. As a result, most pupils talk actively about their work in class, although a few are not as motivated to do this. While inadequate teaching has been eradicated, the quality overall is satisfactory rather than good because the pace of learning sometimes drops in lessons and more able pupils are not always fully challenged. There is also scope to involve pupils more readily in assessing their own learning.

Most pupils achieved satisfactorily last year and some made accelerated progress, especially in Years 2 and 6, but the picture remains uneven. For instance, a significant minority made slower progress in Years 3 and 4 and have some ground to catch up if they are to achieve at the levels expected for their age.

Pupils' standards of attainment in English, mathematics and science have risen, although, over time, standards are average overall. Results in the national tests have improved recently as a result of the school's work to improve the quality of teaching and learning. Year 6 pupils made good progress last year.

Pupils enjoy school and feel happy and safe there. Their attendance is above average. They make a good contribution to community living. They readily take on responsibilities in school, joining active groups such as the Green Club and finding out more about other communities through their visits to experience city life in Bristol and their links with a school in Gambia.

Behaviour is orderly around school; most pupils focus appropriately in lessons and some concentrate very well. There have, in the past, been isolated incidents of unkind behaviour which have been dealt with promptly by the school. Its anti-bullying policy is well known to pupils of all ages.

There is a good capacity to improve. Morale in school is good and the staff survey results confirm the strong sense of teamwork in place. Actions taken in the last year to

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overcome weaknesses in teaching, learning and achievement have been concerted and effective. The school's self-evaluation is accurate. The drive for improvement is shared by subject as well as senior leaders. This, together with the school's effective improvement planning, has enabled it to address successfully the issues identified at the last inspection and to improve key aspects of its performance. Leaders recognise, however, that their newly honed skills in monitoring, analysis and action planning have not been as sharply focused on improving wider outcomes for pupils, such as their behaviour or their spiritual development.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards of achievement across all year groups by: -ensuring all staff have high expectations of what all pupils can achieve -increasing pupils' involvement in their own learning and that of their peers.
- Improve the overall quality of teaching to at least good by: -teachers noting and emulating the good practice of colleagues in school and in partner schools - ensuring that higher attainers are consistently challenged in all lessons - extending use of the range of teaching strategies that are being deployed to involve all pupils in class discussions.
- Improve pupils' personal development by: -conducting more in-depth tracking and analysis of the impact of the school's policies and provision on pupils' wider outcomes, such as their behaviour and their spiritual development.

Outcomes for individuals and groups of pupils**3**

Pupils' learning and achievement have improved. In the lessons seen during the inspection, all pupils, including those with learning difficulties and/or disabilities, made at least satisfactory progress. Some achieve well, including those who receive effective support to develop their speech, language and communication skills. This satisfactory picture reflects the following aspects:

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching has improved over recent terms. In one lesson seen, pupils were actively exploring the properties of sound through lively, hands-on enquiry work. The current teaching team, including those staff new to the school, are being carefully supported in their roles. The teaching during the inspection was typically satisfactory. Some strengths in the practice are emerging. Teachers' planning is comprehensive. Teachers use their plans carefully to ensure lessons are well resourced; they make sure that pupils know exactly what they are going to learn and that the learning intentions are clear. They are now using assessment information about pupils' prior learning to plan appropriately for the needs of most pupils. Teaching assistants provide good individual and group-work support to less able pupils. Those with learning difficulties and/or disabilities are included well in lessons. Pupils in all classes know their learning targets and refer to them when working in class.

Teaching across the school is not yet good because:

- opportunities are missed to provide additional challenge to more able pupils in particular; sometimes teachers plan activities to challenge this group of pupils but do not always introduce them fully in class
- whole-class teaching sometimes lacks sufficient clarity and pace to ensure that pupils acquire and consolidate learning quickly enough
- pupils are not routinely evaluating their own learning and that of their peers.

The curriculum continues to improve and provides a range of activities which meet the needs of most pupils. Planning for literacy and numeracy is effective. The school is working hard to provide interesting study themes and to make effective links between

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subjects. Teachers are beginning to plan for progression in pupils' learning so that they quickly gain key concepts and skills but this is not yet fully embedded across all subjects. The curriculum is suitably enriched by a wide range of popular extra-curricular clubs, activities and visits. The school recognises that the provision for information and communication technology (ICT), while satisfactory, is under-developed.

Pastoral care is generally effective in ensuring that the needs of all pupils, including the most vulnerable, are met. The staff know the pupils well in terms of their academic and personal development. There is some effective intervention work in place for pupils with learning difficulties and/or disabilities and those at risk of underachieving in literacy and numeracy. The school maintains regular links with a range of external agencies to support vulnerable pupils. Pupils receive clear advice and guidance in relation to their personal health, safety and academic progress. Much effort is made to ensure that, as children join and leave the school, they are given every support to settle well. Provision for promoting and monitoring pupils' attendance is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Since the last inspection, leaders have secured notable improvements in the quality of teaching. Inadequate classroom practice in the past has been robustly tackled. Leaders have set higher expectations, put in place a systematic programme of staff training and have carefully monitored its effectiveness. The school has also drawn up a comprehensive profile of pupils' achievement. This information is used well to inform teachers' planning and to ensure that the targets set for pupils are challenging. Subject leaders are playing a fuller role in these processes and, consequently, the school has an accurate picture and understanding of the links between teaching, learning and pupils' academic achievement. As a result, standards of attainment, pupils' progress and the quality of learning have risen. The school recognises, though, that it has not developed the same rigour in its monitoring and evaluation of how well it is securing improvement in terms of other outcomes for pupils, such as their behaviour.

Governors provide suitable challenge to the school and hold it to account. All safeguarding regulations and duties meet requirements. The staff are regularly trained and fully aware of their responsibilities. There are suitable policies and procedures in place to promote equality and deal with discrimination. There is an appropriate programme in place to promote community cohesion within the school and locality. For

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example, the school has clear links with local schools, churches and village organisations. It is also reaching out to wider communities. However, the school's evaluation of how well it promotes community cohesion is at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in their first year at the school owing to the close attention paid to assessing their readiness to learn, the well-planned early curriculum and the skilful leadership of the teacher. The good liaison that exists with the pre-school and the close partnership forged with parents help children to settle quickly into the classroom routines. Children feel safe and well cared for. Each child's development is closely monitored through ongoing observations of play in a range of learning contexts. The teacher and her assistants skilfully guide this learning. Children undertake a wide range of imaginative activities which bring meaning to their learning, such as labelling clothes with price tags in a 'shop' or counting numbers while performing action songs. From their starting points, which are typically at or below expected levels, children make good progress. By the end of their Reception Year, the proportion of children who meet expected levels in all aspects of their personal development, language and communication skills is above average. A number of children are reaching the higher levels in all areas of learning. The teacher in charge works hard to make regular quality checks on all aspects of her team's work. Improvements have been secured as a result of careful self-evaluation. These include the work carried out to enhance the quality of questioning with young children which has helped adults extend and deepen their

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learning. Also successful has been the system for agreeing 'goals for learning' with individuals and sharing these regularly with their parents. As a result of this approach, children and adults alike have been able to track ongoing progress together.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school enjoys the full support of most parents and carers. Many acknowledged the work the school does to support pupils with their learning and to ensure that their children feel happy, healthy and safe. Many recognised the improvements that have been taking place at the school over the last year. A very small minority expressed reservations about the focus on targets in school and the quality of communication with parents and carers. The inspection team looked into these aspects but found no grounds for concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winkleigh Community Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	16	35	0	0	0	0
The school keeps my child safe	21	47	22	49	2	4	0	0
The school informs me about my child's progress	16	36	21	48	7	16	0	0
My child is making enough progress at this school	16	38	23	54	2	5	2	5
The teaching is good at this school	19	45	21	50	0	0	2	5
The school helps me to support my child's learning	18	41	23	52	3	7	0	0
The school helps my child to have a healthy lifestyle	18	41	24	55	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	30	25	57	4	9	2	5
The school meets my child's particular needs	11	25	31	71	0	0	2	5
The school deals effectively with unacceptable behaviour	8	18	26	60	8	18	2	5
The school takes account of my suggestions and concerns	9	21	24	56	10	23	0	0
The school is led and managed effectively	11	27	24	59	2	5	4	10
Overall, I am happy with my child's experience at this school	18	44	21	51	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Pupils

Inspection of Winkleigh Community Primary, Winkleigh, EX19 8JQ

Thank you for welcoming us when we visited your school recently. We very much enjoyed being able to talk to you, seeing you in lessons and looking at your work.

We have judged yours to be a satisfactory and improving school. Here are some of the important things we found out.

- You get off to a good start at school when you join the Reception class.
- You enjoy school, like the practical activities on offer in class and are keenly involved in a range of after-school clubs and special curriculum events.
- You have a good understanding about what living a healthy life involves and you act on this.
- You are active members of both the school and the local community in the village, helping to make decisions and improvements. Your links with a school in Gambia have given you an insight into the lives of other children.
- You are making better progress in lessons now and are very aware of your learning targets. Well done! Please keep working hard.

Your headteacher, staff and governors are working hard to make things even better for you. Here are some of the things they are aiming to do and we agree that these are important.

- They will continue to raise the standards you reach in your work in all year groups by involving each of you even more in your own learning.
- They will make more of your lessons challenging for all of you, especially those of you who find learning easy.
- They will help the teachers work with each other and those in other schools to share good ideas for lessons and make more of your lessons good.
- The leaders will check very carefully how well all aspects of the school's work are developing, for example, how successfully the behaviour systems are working.

We wish you all the very best for the future.

Yours faithfully

David Townsend

Her Majesty's Inspector

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