

Winterton CofE Infant School

Inspection report

Unique Reference Number	118020
Local Authority	North Lincolnshire
Inspection number	339123
Inspection dates	9–10 March 2010
Reporting inspector	Rajinder Harrison

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mrs Angela Dunkerley
Headteacher	Mrs Elizabeth Gregory
Date of previous school inspection	25 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, saw eight teachers and spent approximately 11 hours evaluating the quality of teaching, learning and the curriculum. They held meetings with governors, staff, parents and carers, groups of pupils and representatives from the local authority and the children's centre. They observed the school's work and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress and reports from visits by the local authority. Inspectors analysed 29 questionnaires returned by parents and carers.

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

- the progress of pupils in all year groups and all subjects, particularly writing
- pupils' attendance
- the quality of provision, particularly the quality of teaching and the use of assessment to accelerate pupils' progress
- the effectiveness of leadership and management in monitoring pupils' achievement and driving school improvement
- the school's action to promote community cohesion.

Information about the school

This is an infant school of average size. Almost all pupils are of White British heritage. The school has a below average proportion of pupils who have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is about average. Provision for the 99 children in the Early Years Foundation Stage is in the Nursery and the two Reception classes. The school has a Healthy Schools Award and the Activemark. The school has experienced significant staffing issues over the last two years. A high number of supply and/or temporary staff have worked in the school during this time.

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

3

Main findings

The school's motto, 'We care,' is endorsed wholeheartedly by parents and carers, pupils, staff and governors, with parents and carers particularly valuing the 'family' atmosphere the school promotes. The school is a happy, friendly place where pupils feel safe and well cared for. Most attend regularly, enjoy school and work hard. Children's attainment on entry to the Nursery is generally at the levels expected at this age. Through the interesting and fun activities they undertake, they achieve satisfactorily and attain broadly average standards at the end of the Early Years Foundation Stage. In Years 1 and 2 sound teaching ensures that pupils continue to make satisfactory progress. Pupils in Year 2 are working at average standards in reading and mathematics and below average standards in writing. The school is addressing this weakness well but the impact on standards is not yet evident. Throughout the school, teachers' expectations of the more able pupils are not always high enough. Pupils with special educational needs and/or disabilities progress satisfactorily.

While some lessons are interesting and lively, with an appropriate match of work to pupils' needs, many are too teacher-led and do not build successfully on what pupils can already do. Consequently, pupils cannot always apply what they know and have too few opportunities to work independently. Exciting enrichment activities and good emphasis on literacy, numeracy, and information and communication technology enable pupils to enjoy learning. Good links with the local community help pupils to feel secure in the area in which they live and they have good opportunities to explore the diverse cultures and faiths represented further afield. Pastoral care is very good and pupils who have particular emotional and social needs are supported well. Academic guidance is less effective because pupils do not always understand how to improve their work.

Leaders and managers aim to provide the best education possible, but are not entirely successful because significant staffing issues over the last two years have hampered the school's improvement considerably. The school's effectiveness is no better than satisfactory because, as a result of insufficient monitoring in that time, the underperformance of a few teachers and pupils was not tackled early enough to secure higher standards in all classes and subjects. Senior staff now monitor the school's work regularly and are driving improvements satisfactorily. Governors are very supportive and, despite difficult staffing issues, they have ensured satisfactory progress by pupils. Safeguarding procedures are robust and, with effective links with diverse communities in Britain and abroad, the school promotes community cohesion well. Self-evaluation is accurate. The school provides a calm, caring environment where all pupils, but especially those and their families who face personal difficulties, feel well supported. The school has set itself challenging targets and has effective procedures to identify early

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those pupils who need additional support. Weaknesses in mathematics have been addressed successfully and standards are rising. In light of these positive aspects, leaders demonstrate a satisfactory capacity to make the improvements necessary to raise attainment and achievement.

What does the school need to do to improve further?

- Raise attainment and achievement in all subjects, especially writing, by:
 - ensuring that teachers plan activities to challenge and engage all pupils
 - raising expectations of all pupils, but particularly the more able
 - giving pupils more opportunities to learn and develop their skills
- independently, including their writing
 - ensuring that teachers use assessment information to match work to pupils' needs more accurately
- ensuring that pupils understand how well they are doing and how to improve their work.
- Ensure that leaders, managers and governors take effective action to improve outcomes for pupils by:
 - monitoring teaching and learning rigorously to ensure that it is consistently good
 - holding teachers to account for the progress of all pupils in their classes.
- 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.

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

Pupils enjoy learning and try hard in their work. They behave well, listen attentively, settle to tasks promptly and work well with others. Most are eager and confident to answer questions and enjoy talking about their work. In the more lively lessons teachers generate enthusiasm by giving pupils time to talk to each other to develop their ideas. For example, pupils talked animatedly about how wasps like sweet, sticky food but spoil picnics and 'sting you terribly'. Lively discussion generated curiosity as pupils explored the virtues of being a 'mini beast'. However, pupils' overall achievement is no better than satisfactory as not all lessons are as engaging. Pupils make good progress in reading because word-building skills are taught well. Progress in writing is slower because pupils have insufficient opportunities to write at length independently. Pupils who need help with their learning receive satisfactory support to participate fully in all activities.

Pupils say they feel safe and are confident they can go to staff if problems arise because 'everyone cares'. Pupils are kind to others and see the school as 'one big family where everyone looks after you'. They raise no fears or concerns about behaviour because,

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they say, 'Teachers sort it all quickly.' They understand well how to stay healthy. Many participate in activities such as the skipping club to keep fit, and the food club to learn about what they should eat. They know that smoking is 'really bad because it makes your heart stop'. Monitors and council members take their responsibilities seriously as they help around the school and decide what play equipment they would like or how to raise funds. Pupils understand the importance of caring for the environment; they grow vegetables and recycle fruit peelings, 'so we can put it into the ground and make more food'. They talk enthusiastically about singing in church, inviting parents and carers, and others to 'sharing assemblies' and helping children in need. They relate well with others; through activities such as celebrating Chinese New Year, they know that they should respect those who are different from them. Many visitors and visits help pupils understand the wider world. For example, visits to different places of worship help pupils understand how life is different for communities elsewhere in other parts of this country and in other countries.

These are the grades for pupils' outcomes

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	2
Pupils' behaviour	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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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In the good lessons, teachers plan activities that hold pupils' interest and encourage them to think about their learning. They give pupils time to discuss their ideas so that they are more confident in their answers. Brisk sessions of questions and answers keep pupils involved and competitive elements, such as timed targets when reciting tables or reading word cards, make learning fun. These lessons are well structured so that learning develops step by step, with teaching assistants working closely with specific pupils to ensure that they all participate confidently. In the satisfactory lessons teachers use some of these strategies appropriately but tend to direct learning too much. Lengthy presentations with too little time for discussion result in pupils losing concentration and having insufficient time to complete independent tasks. Teachers occasionally use worksheets that take little account of pupils' prior attainment. Consequently, all pupils complete the same task rather than activities that challenge them appropriately. Such worksheets often limit pupils' responses and the progress they make. In some classes pupils have individual targets, but teachers rarely refer to these to help pupils check that they work to these targets and improve their work.

Learning themes, that interest and excite pupils, link work across subjects well and although there are still not enough opportunities to write independently, pupils' attitudes to writing are good. The increased focus on calculation, and 'mental maths' strategies, has helped to raise standards. Teachers plan additional activities and resources to enable pupils who need support with their learning to achieve as well as their classmates. Provision for physical education is good and the high-quality art work displayed in the school shows this subject is a strength. A good programme of personal, social and health education ensures that pupils understand how to stay safe and about the dangers of smoking, for example. Many good-quality extra-curricular activities, clubs, visits and visitors stimulate interest and extend pupils' skills well.

Parents and carers are very happy with the school. They say that staff respond quickly when individuals need help. Good partnerships with parents and carers, and external agencies, for example the children's centre, ensure that pupils with social and emotional needs receive the appropriate support quickly. Parents and carers praise the school for helping their children settle quickly and for preparing Year 2 pupils effectively for junior school.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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

The headteacher, staff and governors successfully promote positive relations with parents and carers, the local community, other schools and agencies. Robust safeguarding procedures ensure the safety and well-being of pupils at all times. Child protection requirements are securely in place. Extensive links with the local community benefit pupils' learning and well-being effectively. Good links with communities further afield enable pupils to explore and understand the diverse cultures represented in Britain and in other countries.

Despite disruptions in staffing, the school is well placed to move forward. Pupils are making satisfactory progress in their learning. The school improvement plan identifies the right priorities. Senior leaders now monitor and evaluate teaching and learning regularly and subject leaders are driving improvements in their subjects. Staff have clear assessment information regarding the progress expected of each pupil and managers have begun to check that these expectations are met. The school identifies early any pupils who fall behind or need support and strategies are in place to ensure that all pupils achieve satisfactorily. The school acknowledges that it is only addressing equality of opportunity satisfactorily as the more able pupils are not achieving as well as they could.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are happy at school because they feel cared for and valued. They enjoy learning, behave well, form positive relationships and settle quickly because induction procedures are good. Good relations between home and school benefit children well.

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'My child is really happy at school,' is typical of parents' and carers' comments. Most children are confident learners and work well with others. Children who need specific help are supported sensitively. Good resources and facilities enable staff to plan effectively. The learning environment, particularly the outside area, is attractive and offers children good opportunities to explore and learn independently. For example, they used maps they had drawn to dig for treasure and were thrilled to find 'mini beasts' and sprouting bulbs instead. Effective procedures ensure that children try everything that is planned for them, including the more challenging tasks, such as writing, that the lower attaining children find demanding.

Staff plan a good balance of activities between those that children choose and those led by adults. Children work well in adult-led sessions where teaching is often good. A few struggle to maintain interest and attention because presentations are occasionally too long and the work is not matched accurately to their needs. Staff sometimes underestimate the ability of those who could achieve more through increased challenge. This lack of challenge results in children's overall progress being satisfactory. While leadership and management are satisfactory, the monitoring of teaching and learning has not been rigorous enough to address these issues. The school's assessments show that while children's social, physical and creative development is good, they attain broadly average levels in their literacy and numeracy at the end of the Reception Year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are very positive about the school, commenting that it is 'like a big family'. They say that their children make good progress because teaching is good and children are well prepared for the next stage of their education. They say that the school is led and managed well. Inspectors agree with most of the strengths parents and carers identify and they found strengths in some aspects of leadership and management. A few parents and carers expressed concerns about the behaviour of a few pupils. Inspectors judge behaviour to be good. Occasional incidents of bad behaviour are dealt with promptly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winterton C of E Infant School 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 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	62	10	34	1	3	0	0
The school keeps my child safe	19	66	10	34	0	0	0	0
The school informs me about my child's progress	11	38	16	55	1	3	0	0
My child is making enough progress at this school	14	48	12	41	2	7	0	0
The teaching is good at this school	17	59	11	38	1	3	0	0
The school helps me to support my child's learning	14	48	13	45	1	3	0	0
The school helps my child to have a healthy lifestyle	18	62	10	34	1	3	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)	14	48	11	38	2	7	0	0
The school meets my child's particular needs	13	45	14	48	2	7	0	0
The school deals effectively with unacceptable behaviour	12	41	13	45	3	10	0	0
The school takes account of my suggestions and concerns	13	45	14	48	1	3	0	0
The school is led and managed effectively	17	59	11	38	1	3	0	0
Overall, I am happy with my child's experience at this school	17	59	10	34	2	7	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.



Dear Pupils

Inspection of Winterton C of E Infant School, Scunthorpe, DN15 9QG

Thank you for making the inspectors who visited your school recently so welcome and for being so friendly and polite. We enjoyed talking with you and learning about your school. I am writing to tell you what we found out. You said that you enjoy school, particularly all the clubs and activities the school provides. You said that you like playing with your friends and that your teachers help you learn. It was good to see that you know about eating healthy food and growing vegetables and I really enjoyed looking for treasure with you.

Overall, your school is satisfactory. The progress you make is satisfactory, and the school's assessments show that your work is broadly average when compared with pupils' work in other schools. You work hard and enjoy your learning. You learn important things like how to stay safe, fit and healthy. Staff take good care of you. Your headteacher and the staff are working hard to improve the school because they know that some things could be better. While some aspects of your school are good, the inspectors think that a few things could be better. We have asked the headteacher, staff and governors to do the following to improve the school.

- Give you more opportunities to practise your writing so all of you do even better.
- Give you more challenging work, especially those of you who are more able.
- Make sure that the adults who manage your school do so really well and that they make sure that you know how well you are doing and how to improve your work.

These improvements need to happen as quickly as possible so that you do even better in your work. There are things you could do to help too. For example, you could make sure you ask for harder work if your work is too easy and work harder with your writing.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead Inspector

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