

Winthorpe Primary School

Inspection report

Unique Reference Number	122682
Local Authority	Nottinghamshire
Inspection number	340192
Inspection dates	6–7 October 2009
Reporting inspector	Sue Hall

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	98
Appropriate authority	The governing body
Chair	Mrs Michelle Cammack
Headteacher	Mr Jamie Macintyre
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with pupils, staff and a governor. Discussions were also held with several parents. Inspectors observed the school's work, and looked at documentation including assessment and tracking information, minutes of governing body meetings and a selection of school policies. Inspectors scrutinised inspection questionnaires returned by 51 parents, 92 pupils and 15 staff.

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

- the attainment of all groups of pupils, especially girls, in all subjects
- how well the school caters for pupils' personal development and whether attendance is improving
- how effectively assessment information is used to provide challenging activities that interest all the pupils
- the extent to which the monitoring and evaluation of the work of the school is sufficiently rigorous to identify areas for further improvement.

Information about the school

This is a smaller than average sized primary school. Pupils come from the village and from the local area. The large majority of pupils are of White British heritage. A low percentage speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, and includes pupils with behavioural, emotional and social difficulties, physical needs and hearing impairment. The headteacher has been in post for just over a year and a new extension to the school has recently been built. The school holds Eco Schools, Activemark and Extended Schools awards.

There are breakfast and after school clubs held on the school premises, which are run by a private provider. These facilities were inspected at the same time as the school inspection and are reported separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where the pupils make good progress in their learning. The behaviour of most of the pupils is a key strength and is outstanding as a result of their outstanding spiritual, moral, social and cultural development. Pupils like school as reflected in a comment from one who said, 'This is a really pleasant school, because it has really good manners and behaviour'.

Children enter the Reception class with skills that are above the expectations for their age. They make good progress in the Early Years Foundation Stage because provision is effective. Pupils make good overall progress as they move through the school, so that a pattern of above average attainment is maintained at the age of eleven. Sometimes attainment at this point is high. Most pupils read very well and many write with confidence and skill. The school has recently focussed on improving pupils' ability to solve problems and carry out investigations. This attention resulted in a large number of older pupils reaching the higher levels in national tests in the current year. Pupils with special educational needs and/or disabilities and the very small number speaking English as an additional language also make good progress. There have been some indications that girls do not do as well as boys, but there was no evidence of this during the inspection. It is the case, however, that some boys are very confident and a few girls are quiet in class.

The quality of teaching is good. Staff explain things well to the pupils and use assessment information effectively to ensure that tasks provide a suitable level of challenge for those of different abilities. The effective curriculum has strengths in the wide range of enrichment activities. The care, guidance and support of pupils are satisfactory. Day-to-day care is warm and supportive and enables pupils to feel happy in school. Procedures for ensuring pupils' safety and protection are satisfactory but with some minor clerical areas needing attention, and identified to the school.

The school's leadership has been successful in maintaining the overall effectiveness and in developing more effective assessment systems demonstrating its good capacity for sustained improvement. In addition, the school is keen to move on. Key improvements to assessment have been instrumental in raising standards, and have also provided a particularly effective tool for monitoring the school's performance and directing priorities. Nevertheless, while monitoring of teaching has improved and is more effective and has led to good teaching, learning and progress, leaders and governors do not always take full account of parents' views.

What does the school need to do to improve further?

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- Sharpen monitoring of the school's work by seeking out and taking greater account of parents' views.
 - Make sure that all minor adjustments are completed to meet fully all the government requirements relating to safeguarding procedures.

Outcomes for individuals and groups of pupils**2**

As year groups are small, attainment on entry to Reception varies from year to year, but is largely above expected levels. Children make good progress in the Early Years Foundation Stage and enter Year 1 with skills that are above average for their age, and sometimes higher. In Years 1 and 2 pupils make progress that is at least satisfactory. Progress gathers pace in Key Stage 2, and especially in Years 5 and 6 where pupils move on at a good pace because of particularly effective teaching. As a result, by the age of 11 attainment is above average and sometimes high. Most pupils read and write with confidence and skill. With a recent effective focus on investigational approaches to learning, higher attaining pupils do well in science and mathematics. Older pupils have a good understanding of shapes and measures, as seen when estimating and checking the angles of differently shaped triangles. Pupils of all abilities and from all backgrounds achieve well, which prepares them successfully for their future economic well-being. Pupils enjoy learning and, in most lessons, are keen to work hard and do their best. Levels of concentration are good and pupils are particularly attentive when they are challenged to the full. On the few occasions when too little is demanded of them attention slips away and progress is satisfactory rather than good.

The personal development of the pupils is a strength and something parents and staff are proud of. The moral and social development of pupils is particularly strong. Pupils develop a clear understanding of their responsibilities as young citizens and have very positive relationships with each other. Most say they feel happy in school and indicate that they particularly like the visits the school organises for them. Their behaviour is excellent with the older pupils acting as very good role models. There are few instances of misbehaviour and pupils feel confident there is no bullying. Pupils enjoy taking on responsibilities within the school community. Of particular note is the impressive way that older pupils take care of the younger ones when they work together in mixed age 'Rainbow' groups. For example, they hold the hands of those who have recently started in school without any prompting. The pupils have a good understanding of how to lead a healthy lifestyle. They benefit from the school's strong sporting tradition and high quality school lunches, although an awareness of healthy eating is not always reflected in packed lunch choices. Attendance has improved since the previous inspection and is now above average.

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	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All teachers plan carefully for the two year age range and the different abilities of pupils within each class. The teaching of the youngest and the oldest pupils in the school is particularly effective. The new system for tracking individual progress across Key Stages 1 and 2 is effective in highlighting to staff how well each pupil is doing. This information is also used effectively by the headteacher and staff to provide additional support if there is any danger of pupils underachieving. Where teaching is not quite as effective, there is an occasional slowing in pace and more limited challenge to activities which affect pupils' concentration and learning.

The extensive programme of visits and visitors enriches the curriculum very successfully. For a small school, there is a wide range of extra curricular activities that encourage participation in a range of sports and develops other interests. Pupils benefit from effective cross curricular links in themed topics which pupils say they particularly enjoy. The core curriculum, particularly for English, mathematics and science, is good although occasionally staff miss opportunities for pupils to discuss their ideas together or develop techniques to ensure the quieter pupils are all involved.

The care and support given to pupils is satisfactory overall and pupils say that they feel very safe at school. The school makes clear its expectations of good behaviour and older pupils act as excellent role models to younger ones which has a positive impact on the social development of all concerned. There are well developed links with external agencies. Attendance has risen since the previous inspection as a result of effective measures to improve it. Pupils with additional needs, including learning or behavioural difficulties, physical or hearing impairments are also well catered for with just the right

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amount of support to encourage independence. Although some parents have raised concerns over the quality of care provided for their children, care procedures have now been sharpened and the school environment has been improved. However, the checking of procedures to safeguard pupils is not always as rigorous as it should be to ensure that any minor clerical omissions in the central record of staff are picked up as swiftly as possible.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

As well as ensuring that pupils continue to achieve well, there have been recent and important improvements to drive the work of the school forward. In particular, new whole school assessment procedures have been promoted successfully and have helped to raise standards. Links with local schools are effective in providing additional sporting and other opportunities and enrich pupils' learning. The school promotes equality of opportunity well and, through the effective work on behalf of pupils with special educational needs, these pupils thrive. The school deploys its resources well and pupils and staff are very pleased with the recent extension to the building.

Assessment information in particular gives the school a clear overview of its effectiveness. Teaching and learning are also effectively monitored, with new systems in place which are already providing sharply focused feedback to staff on strengths and areas for improvement in the quality of teaching. As a result, the school's judgements about teaching derived from its self-evaluation accurately reflect inspection findings. The governors are supportive of the school and are developing their involvement with the curriculum well. In addition, they are linked to different subjects to further their understanding of what happens in school. However, leaders and governors have not always addressed the concerns of some parents to their satisfaction nor involved them enough in decision making. Safeguarding procedures are satisfactory, although leaders have yet to ensure that any minor clerical omissions are rectified. The school promotes cohesion between groups in the local community well and is working to extend the global dimension to such activities.

These are the grades for leadership and management

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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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is good and enables them to settle and progress well. A well planned curriculum provides imaginative activities that enable the children to develop a wide range of key skills. Good personal and social development, together with strong speaking and listening skills, ensures that most become confident young learners, who are keen to do what their older friends and family do. For example, the children are enthusiastic about using the school camera to record what they find around the school grounds that begins with 's', or to play together in 'Winthorpe Hospital', taking on different roles. Many opportunities are provided for them to start to learn letters and sounds and to write labels, names and lists of things they need. Teaching is good, with some outstanding elements. There are excellent opportunities to learn to use computers. The care of the children is particularly sensitive, so that staff deal with a sick child unobtrusively, for instance, therefore not embarrassing him in front of others. Staff use information from assessments to provide interesting activities. However, some of the initial assessments of children's abilities are modest and do not always take sufficient account of their higher level skills.

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

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Views of parents and carers

Most parents and carers feel that their children like coming to school and make good progress. They recognise the school helps their children to lead a healthy lifestyle and encourages families to support learning at home. While most responses to the inspection questionnaire were positive, some additional concerns were received. A number of parents do not think the school takes account of their views and opinions and several expressed concerns about leadership. Inspectors judged that leadership was effective overall, but partly agreed with parents' views in identifying some areas for improvement. The large majority of parents believe their children are kept safe, although some have specific concerns that have been raised with the school and are currently being dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winthorpe Primary 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 inspector received 51 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	57	18	35	1	2	0	0
The school keeps my child safe	32	63	17	33	0	0	1	2
The school informs me about my child's progress	23	45	24	47	1	2	1	2
My child is making enough progress at this school	22	43	21	41	3	6	0	0
The teaching is good at this school	22	43	21	41	2	4	1	2
The school helps me to support my child's learning	24	47	22	43	2	4	0	0
The school helps my child to have a healthy lifestyle	28	55	21	39	2	4	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)	18	35	25	49	2	4	2	4
The school meets my child's particular needs	22	43	21	41	2	4	0	0
The school deals effectively with unacceptable behaviour	17	33	24	47	3	6	1	2
The school takes account of my suggestions and concerns	16	31	19	37	9	18	1	2
The school is led and managed effectively	21	41	17	33	7	14	1	2
Overall, I am happy with my child's experience at this school	25	49	20	39	1	2	1	2

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.



8 October 2009

Dear Pupils

Inspection of Winthorpe Primary School, Newark NG24 2NN

Thank you very much for looking after us when we came to visit your school. I enjoyed meeting you in lessons, at lunchtime, in the playground and during assembly. We also enjoyed talking to some of you on the school council and chatting to a few of your parents. I would like to share with you some of the things we found out while we were in Winthorpe.

We found that your school provides you with a good education, which enables you to succeed well. The standards you reach are sometimes high and you all learn a lot in different subjects. The staff give you lots of help when you need it. We were very pleased to see that your behaviour is outstanding. You also have an excellent understanding of right and wrong and work very well together. You older ones set a very good example to the younger ones and help to look after them really nicely. You know how to keep safe and understand the importance of exercise and a healthy diet. We think there are a few things the school could do even better. The senior staff and governors (those adults who help to make decisions about running the school) need to make sure that the record to show how you are kept safe in school is always updated. We think it is important that everyone also checks what is working well in the school and where there can be improvements. Then the staff should be able to work a bit more closely with your parents to make sure everyone feels happy about what decisions are made and what happens in school.

All of you can help the school even more too. Please try to encourage your parents to help you eat healthily and take holidays out of term time to give you the very best chance to do well.

Yours faithfully

Sue Hall Lead inspector

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