

Winford Church of England Primary School

Inspection report

Unique Reference Number	109211
Local Authority	North Somerset
Inspection number	356499
Inspection dates	3–4 March 2011
Reporting inspector	Rowena Onions

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Leigh Read
Headteacher	John Patterson
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed and seven teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data on pupils' progress, the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Eighty-four responses to the parental questionnaire were received and analysed, together with 54 pupil and 14 staff responses to their respective questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of teaching on pupils' progress, especially in mathematics.
- Pupils' knowledge of how to improve their work.
- Pupils' knowledge of cultures beyond their own.
- The quality of the school's self-evaluation and its impact on school improvement.

Information about the school

This smaller than average sized school serves its local area in rural North Somerset. Almost all pupils are of White British origin and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. A below average percentage of pupils have special educational needs and/or disabilities. Pupils, including those in the Early Years Foundation Stage, are mainly taught in mixed age classes. At the beginning of the current academic year, the school roll increased by 20 pupils, due to the closure of a neighbouring school. A new school building is almost complete, with four of the five classes having moved into the new building in the term of the inspection. Accommodation for the youngest children is not yet complete and they remain housed in a temporary classroom. There is a pre-school, not managed by the school, operating in a building on the school site, which is subject to separate inspection.

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

Winford is a good school. Pupils like school; they respond well to good teaching, trying very hard to do their best to succeed. They understand the importance of this in giving them a good start in life and consequently their overall achievement is good. In English, pupils make good year-on-year progress and have above average attainments by the time they leave the school. Progress in mathematics, however, is satisfactory in some year groups. The school's good tracking of pupils' progress identifies this and well-taught intervention programmes have resulted in better progress by Year 6 girls. The school is correct, however, in identifying the need to make progress more consistent so that such interventions become unnecessary.

The pupils are delighted with their new school building and feel that they have 'had a say' in its design. Their enthusiasm for helping with this exemplifies their willingness to contribute to the school community. They also do this by behaving well. Teachers have high expectations of pupils and successfully encourage them to work at a good pace and complete good amounts of work in a lesson. Lessons are well planned and good use of assessment information means teachers accurately match work to pupils' current needs. However, marking and feedback to pupils do not play a sufficient role in promoting progress, especially in mathematics. Teaching assistants make good contributions to some parts of lessons, but there are occasions when their skills are not always fully utilised, for example in the Reception class.

Pupils feel safe and secure and demonstrate an understanding of the part they must take in this, for example through sensible use of the internet. The well-considered curriculum places due emphasis on pupils gaining good basic skills, while ensuring they are interested in what they are doing by integrating work with enrichment activities, such as the residential visit Year 5 and 6 pupils are about to take. The mathematics curriculum is, however, not as strong as that in English because it lacks a consistent approach to problem solving.

Pupils are cared for well. They are known and valued as individuals. Those with additional needs, including the small number of pupils with special educational needs and/or disabilities, are carefully monitored and helped to make good progress.

Since its last inspection, the school has worked hard to improve the quality of education it provides. Headteacher, staff and governors work as a team to make improvements. The management of the building of the new school and the inclusion of a number of pupils joining the school because of the closure of a local school have been very well led and, in general, smoothly accomplished. The great majority of parents and carers are pleased with the way the school operates. However, a few are less happy with various aspects, including the way suggestions and complaints are dealt with. The accuracy of the school's

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self-assessment, the good track record of improvement and the strong staff team, however, mean that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the consistency of progress in mathematics by:
 - raising the quality and increasing the impact of marking and feedback to pupils
 - planning and implementing a whole-school approach to the development of problem solving skills.
- Make better use of the skills of teaching assistants by ensuring that:
 - they are fully deployed in every part of each lesson
 - those working in the Reception class are trained and experienced in working with this age group.
- Take action to restore the full confidence of all parents and carers.

Outcomes for individuals and groups of pupils

2

Pupils work enthusiastically in class and they make good progress from their broadly average starting points. They are keen to learn new things and especially enjoy practical activities, for example being really interested in working out how to make a switch work in a simple electrical circuit. They support each other well in class, for instance working well together to play a game in mathematics.

Pupils behave well, good humouredly accepting the restraints that living in the midst of a building site has brought with it. Older pupils play a significant role in helping the youngest children settle into the school, and this is greatly appreciated by parents and carers and children alike. Along with above average achievement, such attitudes prepare pupils well for their future lives, as well as demonstrating good spiritual, social and moral development. Pupils are active and show good knowledge of how this, along with sensible eating, promotes their good health. The school is conscious that pupils' cultural experience is relatively limited and is working to improve this.

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These are the grades for pupils' outcomes

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	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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and the curriculum combine well to ensure the interests of pupils are met. Pupils like class activities but also appreciate the opportunity to go on visits, such as visiting a local 'life skills' centre. In the large majority of lessons, pupils make good progress because teaching is good. Their skills in learning to read and write are systematically and successfully developed. Teachers plan good opportunities for pupils to practise skills learned in English lessons in others, and information and communication technology is used appropriately throughout the curriculum. For example, older pupils used research skills effectively to gain the information they needed to prepare an electronic presentation about the Battle of Britain. The use of mathematics to solve problems is, however, less systematic and not as well integrated into the curriculum. Pupils are provided with adequate feedback about the quality of their work and how to improve it in English, but there is very little such guidance given in mathematics. Good relationships between staff and pupils mean lessons are run in a positive, productive way and also help ensure pupils feel protected and safe. Good care is taken of the pupils and good guidance is offered to each one. This is particularly effective in supporting more vulnerable pupils. Teaching assistants play a good part in this and are also generally productively deployed when pupils are engaged in activities, although in some instances their skills are not always used to best effect.

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These are the grades for the quality of provision

The quality of teaching	2
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?

The school's practice in examining its own effectiveness has improved since it was last inspected. As a result, there is shared vision for the school and a determination to see that it continues to develop. Regular checks are made on the quality and impact of teaching, and productive action has promoted the steady improvement of pupils' attainment. Procedures for ensuring pupils are properly safeguarded are good and are regularly monitored and reviewed. The governing body is knowledgeable about the school and proactive in supporting developments as well as being assiduous in holding the school to account for the effectiveness of the education provided. Governors have played a significant part in supporting the headteacher in managing the building of the new school. A number of the issues raised by parents and carers in the inspection questionnaire relate to changes made as the school has increased in size and these concerns may well be temporary. However, there is scope for the headteacher and governors to improve systems for ensuring that parents and carers feel they are able to raise concerns and for ensuring they feel that any concerns have been given due attention and consideration. The governors have taken very positive action to ensure equality of opportunity for all and tackle discrimination well. There are strengths in the effectiveness of the school's promotion of community cohesion, in particular locally. This can be seen in the bringing together of the two villages who now share Winford as their local school. The headteacher and governors are, however, correct in identifying a need to further extend cohesion work to the wider United Kingdom and world communities.

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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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the school with skills and experiences that are broadly at the expected level for their age. By the end of the year, the majority reach the goals expected of them and some children exceed these. Warm relationships and good standards of care enable the children to be relaxed and happy. They rapidly learn to enjoy school and to work hard. The teacher uses assessments of the children well to plan activities that will stimulate learning. The children were, for example, very energetically engaged in ordering numbered ships pegged to the fence, calling excitedly to the teacher when they found the next ship in the order. At present, the temporary class accommodation presents considerable challenges. The way these have been tackled and overcome to ensure that they have very little impact on the progress the children are making is testament to good leadership. The curriculum as planned is well balanced, giving the children opportunity to learn indoors and outside, independently and with adults. The effectiveness of this planning is, however, variable over the day, being dependent on the skills and experience, specific to this age group, of the adults with whom they are working.

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	2

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Stage	
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Views of parents and carers

The inspection team received a larger than average number of responses to the inspection questionnaire. Although the school enjoys the positive support of the large majority of parents and carers, as identified earlier in this report, this support is not universal. The vast majority agree or strongly agree that their child is kept safe and that their child likes school. Information to parents and carers concerning their child's progress is good and appreciated by them. However, a few parents and carers identified that they would like to receive more regular information concerning what is being taught and how they could support this at home. A small minority feel the school is not well led and managed and that too little attention is given to their concerns. Inspection findings are that leadership and management has resulted in improving attainment and that the move to the new school building has been managed well. Communication between the school and parents and carers has been addressed in the report and identified as an aspect for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winford Church of England 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 inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	56	32	38	4	5	0	0
The school keeps my child safe	32	38	44	52	6	7	0	0
My school informs me about my child's progress	15	18	61	73	5	6	0	0
My child is making enough progress at this school	22	26	51	61	10	12	0	0
The teaching is good at this school	27	32	48	57	7	8	0	0
The school helps me to support my child's learning	16	19	48	57	14	17	1	1
The school helps my child to have a healthy lifestyle	24	29	57	68	3	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)	19	23	51	61	7	8	0	0
The school meets my child's particular needs	17	20	50	60	15	18	0	0
The school deals effectively with unacceptable behaviour	17	20	52	62	8	10	5	6
The school takes account of my suggestions and concerns	18	21	45	54	16	19	2	2
The school is led and managed effectively	15	18	46	55	14	17	5	6
Overall, I am happy with my child's experience at this school	26	31	46	55	10	12	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 March 2011

Dear Pupils

Inspection of Winford Church of England Primary School, Bristol BS40 8AD

We really enjoyed our time in your school and one of the highlights was talking to you. You will be pleased to know that we think that yours is a good school. We agree with you that you are lucky to be working in such a wonderful new building and we are impressed with the way you have helped during the difficult time while the building work was going on.

These are some of the things we liked best:

- You make good progress in English and, over your time in school, in mathematics.
- You behave well, work hard and want to succeed.
- You are good at working together and supporting each other.
- You receive good teaching that helps you to be interested in what you are doing.
- Everyone in school takes good care of you.
- Your headteacher, other staff and the governing body have worked hard to make improvements to the education you receive.

To make things even better, we have asked your headteacher, governors and teachers to do these things:

- Make sure that you make steady progress in mathematics by giving you lots of practice in solving problems and by making marking more helpful to you.
- Make the very best use of the time teaching assistants have in class so that they can help you to make progress.
- Make sure all your parents and carers feel satisfied with what happens in school.

Thank you again for your help and friendly conversations. We hope you continue to enjoy school and the new school building and know you will work through your school council to help adults improve your school even further.

Yours sincerely

Rowena Onions

Lead inspector

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