

# Winnersh Primary School

Greenwood Grove, Winnersh, Wokingham, Berkshire RG41 5LH

<b>Inspection dates</b>	24–25 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and other leaders have led and secured substantial improvement since the previous inspection. All aspects, including the quality of teaching, the standards pupils achieve and the quality of the curriculum, have improved.
- The teaching of reading is excellent. Pupils read widely and often achieve high standards. Reading well with enthusiasm and for pleasure is a strong feature.
- Leaders ensure that all pupils achieve their potential. As a result, many pupils, including the most able, girls, boys, disadvantaged pupils and those who have special educational needs or disability, achieve the standards expected for their age.
- Most pupils make good progress in reading, writing and mathematics and some make rapid progress.
- The school's curriculum is planned well and provides pupils with a wealth of high-quality learning experiences.
- Teachers, including in the early years, ensure that activities hold appeal. All aspects of learning live up to the school's mantra that 'learning is an adventure'.
- Pupils have high levels of respect for one another and for adults. The school is a harmonious community. Equality of opportunity is promoted well and there is no discrimination.
- The provision for pupils' spiritual, moral, social and cultural development is top notch. Pupils exhibit high levels of care and support of one another.
- Governors are highly committed to the school. They carry out their duties well, making a notable contribution to raising standards.

### It is not yet an outstanding school because

- Leaders' monitoring of the quality of teaching does not identify precisely how teachers can improve their skills further. Consequently, the quality of teaching is not yet outstanding.
- Some variability in the accuracy of assessment information persists. In addition, in early years, information about how well children are learning is not shared regularly enough with parents.
- Homework is set inconsistently in some year groups. Opportunities are missed to enhance learning in partnership with parents.
- Persistent absence for a few pupils remains too high.
- Opportunities for pupils to take part in competitive sport are not promoted strongly enough.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching across the school, so that more is outstanding, by ensuring:
  - that teachers receive feedback that reflects precisely on their development needs, in order to improve their skills further
  - that teachers' questioning encourages pupils to think deeply and explore their understanding
  - a consistent approach to setting homework in order to support pupils' learning.
  
- Strengthen leadership and management so that:
  - assessment information, particularly in mathematics, is accurate
  - sports funding is evaluated and there is a clear, demonstrable impact on enabling more pupils to participate in competitive sport
  - the school's website meets statutory requirements
  - persistent absence is reduced for all pupils
  - parents are kept well informed about their children's progress in the early years.

## Inspection judgements

### Effectiveness of leadership and management is good

- Parents and staff are extremely positive about the school's leadership, praising the dedication of the headteacher to bringing about improvement since the previous inspection. The headteacher has restructured and extended her leadership team, ensuring all staff are clear about their roles and responsibilities. Under the headteacher's methodical and steadfast leadership, all play their part in raising standards. Well-judged changes have led to secure improvement in the quality of teaching and higher achievement for all pupils.
- Relations between leaders, staff, governors, parents and pupils are positive and this contributes well to forging a cohesive school community with a clear sense of identity. Parents have a deep-seated sense of appreciation of the work of the headteacher and staff. Most speak of improved communication between home and school as a real plus point, feeling well informed about school events and activities.
- Phase leaders and middle leaders contribute well. The headteacher has generated a strong team spirit where all staff are encouraged to lead on initiatives and make a difference. For example, the English leader has successfully raised the profile of reading across the school. The redevelopment of the school library, creation of appealing reading corners in every classroom and events for families to read together, such as the popular 'breakfast with books', all contribute well to promoting a lifelong love of reading.
- Performance management systems are reasonably effective. Senior leaders, phase leaders and middle leaders all take responsibility for monitoring the quality of teaching regularly and ensuring the quality of teaching is consistently good. Regular monitoring activities such as work scrutiny, lesson observations and walks around the school ensure that there are high levels of accountability for teaching well. Staff are positive about the range of training they receive. Skills and expertise have improved as a result. For example, the teaching of phonics has improved and pupils are now acquiring early reading skills more rapidly than in previous years. The quality of leaders' feedback now needs to go up another notch in order to ensure teachers are clear about the skills and competencies needed to deliver an outstanding education.
- The school's mantra 'learning is an adventure' is exemplified through the appealing, well-planned curriculum. A wide range of attention-grabbing topics and trips ensure pupils are enthused from the word go. Well-planned visits, such as the Year 2 visit to a planetarium or the Year 6 visit to a steam and water museum, serve to inspire and motivate pupils. Provision for pupils' spiritual and cultural education is excellent. Regular visits to places of worship, learning Latin, rich musical and artistic opportunities, all ensure pupils have a rich and stimulating learning experience at Winnersh Primary School. A wealth of extra-curricular opportunities, including judo, athletics and cricket, ensure there is something for everyone. Pupils talk positively about such opportunities, showing eagerness to learn and high levels of uninhibited curiosity.
- Pupils are well equipped for life in the wider community. Leaders ensure pupils experience British values first-hand. For example, to develop an understanding of democracy, potential house captain candidates address their fellow pupils, their potential voters, in hustings sessions. This enables all pupils to become fully immersed in the election process and develop a deep and meaningful understanding of British values in action.
- Encouraging pupils to develop a strong sense of social and moral responsibility flows strongly through the school's work. Pupils support each other well, for example through the school's 'young interpreters club'. Young interpreters offer helpful language and social support to those who are new to the school and speak English as an additional language. Such initiatives ensure strong ties are forged between pupils and they play an important role in uniting the school community.
- Leaders go the extra mile to ensure all pupils experience success and aim high. For example, the most able pupils benefit from a range of additional opportunities such as challenging mathematics sessions, designed to cater appropriately for their needs. Parents speak highly of this provision and say that pupils often come home declaring, for example, 'I love trigonometry!' In addition, the leader for this aspect ensures there are a variety of opportunities to stretch the mind through daily postings on the school's 'challenge board'.
- Additional funding is used very well and disadvantaged pupils catch up quickly because of well-judged support. Previous gaps between disadvantaged pupils and their peers, which existed in key stage 1 last year, have closed completely. All pupils achieve well.

- Sports funding is used appropriately and teachers benefit from working alongside a specialist coach to develop their skills. However, leaders do not evaluate the proportion of pupils taking part or publish the required details on the school's website. Some parents, who expressed their views through the online survey, felt not all pupils have an equal chance to get competitive and represent their school.
- The local authority, following the previous inspection, stepped up its support for school leaders. Officers ensured a close eye was cast over all aspects of school performance and leaders were challenged to improve the school. The local authority has appropriately relaxed its scrutiny in recent times, rightly transferring full confidence to school leaders to continue along the upward trajectory that they have set so successfully.
- The leadership of special educational needs is a strength. The school's special needs coordinator knows pupils well and understands their needs. Pupils benefit from the wide range of bespoke support afforded to them. The leader is highly committed to ensuring pupils who have special educational needs or disability make rapid progress, and go on to achieve as well as their peers.
- **The governance of the school**
  - Since the last inspection, governors have demonstrated high levels of resolve, playing their part to ensure the school improves rapidly. Their high level of commitment shone through in the rigorous appointment process of the headteacher. Governors are ambitious for the school's future and determined to secure further improvement in order to become outstanding.
  - Governors ensure that pay awards linked to performance are awarded appropriately. When making important decisions, they drill down to the nub of the matter, asking pertinent questions and providing high levels of challenge to the headteacher. This ensures that pay awards are earned when teachers have contributed well to raising standards.
  - Governors know the school's strengths and weaknesses in depth. They interrogate performance information and have an unwavering commitment to all Winnersh pupils. They are highly committed to pupils learning well and achieving their potential. Leaders appreciate this level of attentiveness.
  - Governors review statutory policies thoughtfully. They ensure policies are adapted and refined to meet the needs of Winnersh Primary School well.
- The arrangements for safeguarding are effective. Leaders have ensured that staff receive timely training in a variety of safeguarding matters, including in promoting the government's 'Prevent' duty. Governors make regular and useful checks, satisfying themselves that school procedures are compliant with current requirements. Staff work well with a host of outside professionals to ensure families who from time to time require additional help are put in touch with experts who can offer assistance. High levels of care and guidance are afforded to all pupils.

## Quality of teaching, learning and assessment is good

- Teaching is consistently good. Positive relationships between pupils and adults encourage pupils to be reflective learners. Teachers encourage pupils, endorsing the notion that 'making mistakes is what makes great learning'. Pupils are supported well, often through accessing personalised programmes, such as those designed to support pupils who are at risk of falling behind or those that challenge the most able pupils more deeply. This ensures that teaching meets individual needs successfully.
- Pupils make good progress because teachers provide clear and precise expositions of new concepts. This enables pupils to follow instructions or new methodologies and quickly get to grips with new ways of working. Consequently, pupils make good gains in their understanding, particularly when faced with learning new skills.
- Pupils delight in responding to teachers' challenging questions and opportunities to talk to each other about their learning. Occasionally, teachers miss opportunities to seize upon pupils' ideas and probe pupils' thinking more deeply.
- Writing is taught well because teachers plan activities that build well on pupils' prior understanding. Pupils enjoy writing tasks, relishing in opportunities to use their new-found writing expertise. For example, pupils in Year 4 enjoyed substituting their own rhyming couplets into the poem 'The Owl and the Pussycat' with high levels of success.
- The teaching of mathematics is effective and pupils achieve well. Teachers ensure that pupils reason and explain their thinking, stretching their minds appropriately. Older pupils thrive on opportunities to explore new ideas such as when tackling Pythagoras' theorem to explore the properties of right-angled triangles

or solving more complex problems to calculate compound interest.

- Teaching assistants support learners well. They are deployed effectively to make sure pupils who require additional guidance from time to time are supported well. Many act as champions for individual learners, including those who require more support, keeping a sharp oversight in lessons to make sure pupils have understood and make good progress.
- Pupils who have special educational needs or disability are supported exceptionally well. As a result, many make good progress, confidently demonstrating newly acquired knowledge and skills in line with their peers.
- Leaders are alert to the challenges for pupils of moving successfully from one key stage to another. For example, this year, where pupils began key stage 2 with gaps in their understanding, these were promptly identified and effectively addressed, so by the end of Year 3 gaps had completely closed. Pupils are prepared well for the challenges that lie ahead.
- Phase leaders have ensured that there is regular moderation of teachers' judgements of learning, particularly in writing. This ensures that the information gathered is accurate. Subject leaders support teachers well. For example, in English, leaders have generated helpful exemplification materials to guide teachers in reporting accurately on the progress pupils are making. Work to ensure that accuracy of mathematics information is less well developed. Leaders have nagging doubts that the school's information does not reflect the mathematical capabilities and competencies of all pupils accurately enough. Inspection findings confirm leaders' viewpoints.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- A contented and productive learning atmosphere pervades all classes. Pupils feel confident and able to seek support if they are unsure. They are proud of learning well and determined to do their best.
- Pupils enjoy attending school for a whole host of reasons. They love learning, enjoy regular school visits, talk positively about friendships and positively glow about the quality of school lunches. Their pride and appreciation of belonging to the Winnersh Primary School community shines through.
- Pupils have an excellent understanding of how to stay safe, including when online. Parents appreciate the guidance the school offers, including the wealth of information about keeping children safe shared through the school's website. Pupils know how to protect themselves from the risks of cyber bullying.
- Pupils take their responsibilities seriously and play their part in contributing positively to school life. For example, the school's playground pals, young interpreters, house captains and school council members are all roles where pupils make valuable contributions to the well-being of their peers.
- Parents agree that their children are kept safe. Pupils feel safe and say their teachers help them to follow the rules. They say any form of bullying in school is highly unusual.

### **Behaviour**

- The behaviour of pupils is good. The school's behaviour policy and rationale is well informed, giving due consideration to pupils' rights and responsibilities. This is very evident in action. Pupils strive wholeheartedly to achieve the school's daily gold award for excellent behaviour. Pupils say silly behaviour in lessons is a rarity.
- Pupils queue courteously at social times to use the school's adventure playground. They can explain the importance of waiting sensibly and queuing politely, eager to enjoy the great fun this space provides.
- Pupils have high levels of confidence in each other and the adults who care for them. One pupil explained to an inspector that, 'Everyone at Winnersh is good friends.' Pupils have very positive views of the standards of behaviour in and around the school.
- Pupils are encouraged to learn well. They recognise that making the occasional slip-up is an important part of learning effectively. Pupils say that: 'Our teachers are strict but in a good way. We get to learn from our mistakes.' Other pupils told an inspector that: 'Never giving up helps us to learn well'.
- Leaders tackle pupils' patterns of behaviour diligently. Record-keeping is thorough and ensures that pupils who require additional help from time to time receive appropriate guidance.
- Parents and staff expressed positive views to inspectors about pupils' behaviour. All agree that pupils

behave well at Winnersh. There are no exclusions.

- Levels of attendance for groups of pupils, including those who have special educational needs or disability, are improving. This is because of well-targeted support, such as the use of a sensory circuit that supports pupils effectively when making the transition from home to school each morning.
- The school's systems to tackle absence have been overhauled, and support for pupils who exceed persistent absence thresholds is having an impact. Most pupils attend school regularly and on time. However, more is needed to ensure all pupils attend for the majority of the time.

## Outcomes for pupils

are good

- In 2015, the proportion of pupils who achieved the standards expected for their age in reading, writing and mathematics at the end of key stage 1 and key stage 2 was above that seen nationally. Current pupils are making good progress in writing, mathematics and reading.
- Pupils achieve high standards in reading. A wealth of opportunities, such as the school's reading calendar, ensure reading well is given a high profile in the school. In May, pupils took part in 'Share-A-Story' month. Younger pupils who read to inspectors could confidently use their phonics skills to work out tricky words.
- In 2015, the proportion of pupils who met the expected standard in the Year 1 phonics check was above that seen nationally. Teachers in the early years and in key stage 1 have benefited from training opportunities and standards have risen.
- Disadvantaged pupils and those who have special educational needs or disability make good progress in all subjects and catch up quickly. School leaders have ensured that pupils' needs are met effectively and gaps between these pupils' attainment and that of their peers, particularly in key stage 1, have closed rapidly.
- Many pupils, both at key stage 1 and key stage 2, achieve the higher levels. Leaders have ensured that specialist teaching enables pupils to experience success when tackling demanding and challenging tasks, particularly in mathematics.
- Leaders are highly alert to ensuring boys and girls achieve equally well in all subjects. For example, in the early years in 2015, girls developed their number skills more slowly than boys did. Consequently, teachers now plan a range of appealing activities to encourage the rapid acquisition of number skills, such as counting to 20, for all children.
- The proportion of children in the early years who achieved a good level of development by the end of their Reception Year in 2015 was slightly below that seen nationally. Changes to the way teachers plan and organise learning opportunities is ensuring standards are rising. Teachers are adept at providing additional tasks to meet children's needs effectively, so that gaps between the achievements of disadvantaged children and their peers are closing rapidly.

## Early years provision

is good

- Accurate self-evaluation has ensured leaders have implemented timely and robust actions to overhaul this aspect of the school's provision. Although very recent, changes to the way teachers plan the curriculum and organise the learning environment have already had a marked impact. The headteacher has orchestrated a range of expertise to encourage staff to embrace new ways of working and, as a result, standards are rising.
- Children start school with skills and understanding typical for their age. Children make at least typical progress and some, including disadvantaged children, make rapid gains in their learning. Although in 2015 the proportion of children ready for Year 1 was below that seen nationally, current information shows standards are rising. This year, a greater proportion of children have acquired the reading, writing and mathematical understanding typical for their age.
- Disadvantaged children and those who have special educational needs or disability make good progress. Their individual learning needs are understood well and, with prudent support from the school's special educational needs coordinator, children catch up. The proportion of disadvantaged children on track to achieve a good level of development this year is higher than the previous year. Staff are highly committed to ensuring all children are ready to start Year 1 with the skills and understanding needed for success.
- Adults structure learning carefully and readily engage in dialogue. They quickly spot when children are

ready to move on in their learning. For example, in a session focused on developing counting skills, the teacher was quick to say to children: 'You need a challenge. Can you find other ways of making 15?'

- Parents are particularly complimentary about how well the school caters for children's individual needs. For example, several parents noted that their children's emotional needs were understood well when joining the school. Because of additional support through the school's nurture programme, children's levels of self-assurance develop rapidly.
- Children's number and writing development is promoted well throughout early years. During the inspection, girls and boys enjoyed 'buying' plants from the class garden centre. This enabled them to count out money, write receipts and develop their understanding of number effectively.
- Activities are planned well to cater for all areas of learning. There are plentiful opportunities for children to develop their gross motor skills through the use of bicycles and large play equipment. Children move confidently, showing good levels of coordination. Their physical development needs are met effectively.
- Children's social and emotional development is promoted strongly. Children who require extra support from time to time are supported well and adults show high levels of care, guiding children gently and sensitively to make the right choices and learn to get along with one another amicably. Equally, children have a well-developed sense of collaboration. During activities, children are quick to comment, 'We're working as a team' or 'We are sharing well'. Children make rapid progress in their social development.
- Parents attend parents' evenings and workshops. However, because leaders are changing the way they document children's learning through the early years, parents have not received detailed enough information about how well their children are learning. Neither do they have regular enough opportunity to make their own contributions.

## School details

<b>Unique reference number</b>	109876
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10012268

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Karen Rex
<b>Headteacher</b>	Mrs Helen Powell
<b>Telephone number</b>	01189 782590
<b>Website</b>	<a href="http://www.winnershprimaryschool.co.uk">www.winnershprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@winnersh.wokingham.sch.uk">admin@winnersh.wokingham.sch.uk</a>
<b>Date of previous inspection</b>	7–8 May 2014

## Information about this school

- Winnersh Primary School is larger than the average-sized primary school. There are three classes in Year 3 and in Year 4. There are two classes in every other year group including Reception. In total, there are 16 classes.
- The early years provision comprises two Reception classes. Children attend Reception full time.
- There is a pre-school group on site but it is not managed by the governing body and is inspected separately.
- The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care and pupils known to be eligible for free school meals, is below average.
- The proportion of pupils who have special educational needs or disability and receive support is above average. However, the proportion of pupils with a statement of special educational needs or an education, health and care plan is below the national average.
- The current headteacher took up her post in January 2014. The deputy headteacher took up post in June 2014.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- Inspectors observed 28 lessons, one of which was conducted jointly with the deputy headteacher.
- Inspectors also listened to pupils in Year 1 read and discussed their reading progress with them. A meeting was held with a group of 12 pupils in Years 1 to 6.
- Meetings were held with the headteacher, deputy headteacher, other staff with significant responsibilities and five representatives of the governing body, including the chair.
- Inspectors spoke to parents on the playground and took into account 139 responses, including written comments, to the online questionnaire (Parent View). Inspectors also considered one letter received from a parent.
- Inspectors also considered the 35 questionnaires returned by staff.
- Inspectors looked at a number of documents, including the school's own information on pupils' current progress, records showing leaders' checks on the quality of teaching, records relating to pupils' behaviour and attendance, and documents about how the school keeps pupils safe.

## Inspection team

Elizabeth Farr, lead inspector

Penny Orme

Justin Bartlett

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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