

## Winford Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	109211
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309928
<b>Inspection date</b>	22 January 2008
<b>Reporting inspector</b>	John Carnaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Suter
<b>Headteacher</b>	John Patterson
<b>Date of previous school inspection</b>	11 May 2004
<b>School address</b>	Winford Bristol BS40 8AD
<b>Telephone number</b>	01275 472730
<b>Fax number</b>	01275 472048

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Winford Church of England Primary School is much smaller than average. It has a lower proportion than average of pupils from minority ethnic backgrounds and whose first language is not English. The percentage of pupils with learning difficulties and/or disabilities is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Winford Church of England Primary School provides a satisfactory standard of education. Children start and leave the school with expected standards, although their standards in science are lower than in English and mathematics. Achievement is satisfactory. The school is not improving as quickly as it could because it does not monitor and promote achievement vigorously enough.

Parents and pupils rightly affirm that this is a happy school. Almost all parents are very content with their child's standard of education and value the approachability of the headteacher and staff. One wrote, 'I believe the school is a good solid school'. Pupils' personal development is good. They are enthusiastic about what the school offers and have a good understanding of what is required to stay healthy. They are happy that everyone behaves well most of the time and say of bullying, 'We don't really have that'. Formal aspects of care for pupils are robust and all adults are strongly committed to pupils' welfare. Care is only satisfactory overall because pupils do not receive clear enough academic guidance. They are insufficiently aware of their current standards and how to improve on them.

Pupils enjoy lessons and teachers work well with teaching assistants to make learning stimulating and pacy. Classroom relationships are positive. Teaching and learning are satisfactory, but marking does not offer pupils enough precise advice. The curriculum is satisfactory with some good features, such as French lessons for all, but it does not provide enough opportunities for pupils to develop an awareness of life in a multicultural society, thus limiting their understanding of this important aspect.

Leadership and management are satisfactory and the school runs smoothly, encouraging satisfactory achievement. Improvement since the last inspection and the school's capacity for continued improvement are both satisfactory. Staff work as a close-knit and committed team but senior managers are insufficiently proactive. Much of the school's monitoring and self-evaluation is informal. Whilst this has identified some areas for improvement, for example science in Key Stage 2, it is insufficiently rigorous in driving up standards or providing priorities for school improvement planning. Governors act as supportive friends to the school but do not fully hold it to account.

## Effectiveness of the Foundation Stage

### Grade: 3

By the end of the Foundation Stage, children are working securely within the early learning goals, reaching the expected standards. Children display positive attitudes towards learning, demonstrating strong independent learning skills. They behave well and work together happily. Children learn in a stimulating environment supported by a variety of learning opportunities. Outdoor facilities are too small and exposed to all weathers so cannot fully support the development of physical areas of learning.

## What the school should do to improve further

- raise standards and achievement, in particular improving standards in science in Key Stage 2
- develop more rigorous self-evaluation by the headteacher and senior managers and use the results to sharpen planning for the future

- ensure that pupils are aware of their standards and the next steps in their learning
- improve opportunities for pupils to become aware of life in a multicultural society.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children start school with the expected skills and experiences. By Year 6, their standards are average. Pupils' achievement by the time they leave school, including the very few for whom English is not their first language, is satisfactory.

The youngest children are generally catered for well in the Foundation Stage, except for the limitations on their physical development imposed by restricted outdoor accommodation. Teachers promote very good learning habits in children's first year at school.

Satisfactory teaching ensures satisfactory progress in Years 1 and 2 and in Years 3 to 6. Their progress has seen slow improvements overall in the last three years, except in science where standards in the end of Year 6 tests have lagged behind those in other subjects. The school has analysed the reasons for this and has begun to take appropriate action. Pupils with learning difficulties and/or disabilities receive effective support and make progress at a similar rate to other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy their education and this is reflected in the positive attitudes they demonstrate towards learning. They feel safe and valued, and show concern for the safety and well-being of others. Pupils behave well in classrooms and around the school. Bullying is very rare and the school intervenes quickly to stamp it out. The school ensures that pupils' spiritual, moral and social development is good. Their cultural development is only satisfactory as the school places insufficient emphasis on the development of pupils' understanding of the cultural diversity of modern Britain.

Pupils appreciate the friendly atmosphere of the school and the fact they all know one another. They contribute well towards the life of the school and the wider community and regularly raise money for good causes. The school council promotes pupils' views effectively. Pupils share their ideas in meetings and feel they are listened to. The school council has successfully requested more playground facilities, such as play equipment and bird feeders. Pupils make satisfactory progress in developing their literacy, numeracy and information and communications technology skills and their preparation for their future lives is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils enjoy their lessons and have a positive approach to learning. Relationships in classrooms are good. Pupils get along very well with one another and adults, which has a positive influence on their progress.

Teachers plan carefully to ensure that most lessons contain the correct degree of support and challenge. They have good subject knowledge and use interactive whiteboards well to enliven lessons and involve pupils actively. Lessons are brisk and purposeful, and interesting resources are often featured. Pupils are well managed; teachers have high expectations of good behaviour and their disappointment on the rare occasions when pupils do not live up to them is palpable. Teaching assistants are closely involved in lessons and help promote learning well.

Teachers mark books regularly, offering encouragement and advice. However, teachers' guidance can be imprecise and makes only a small contribution to providing pupils with sufficient academic guidance. The school has plenty of assessment information and uses this to identify those pupils who require additional support. Currently, this method does not identify underachieving pupils early enough but the school is planning an improved tracking system to address this.

## **Curriculum and other activities**

### **Grade: 3**

Pupils are enthusiastic about the out-of-school opportunities that are on offer. For such a small school, there is a good range of activities available, particularly in sport. A large proportion of pupils participate. Throughout the year, the school offers a wide range of visits, and an interesting variety of visitors broadens the mixture of topics encountered by pupils. For example, visitors from a local rugby club enhance the sporting opportunities available to older pupils.

The curriculum is appropriately planned to support all pupils' learning. The school offers a weekly French lesson to pupils in Years 1 to 6. Although some opportunities to develop multicultural understanding occur, this area is not planned for and pupils' understanding suffers.

## **Care, guidance and support**

### **Grade: 3**

Teachers and other adults are committed to providing a safe and calm learning environment for all pupils. This promotes their personal development well. Arrangements for safeguarding pupils are robust, and health and safety checks are thorough.

The school works well in partnership with parents and has also developed links with a range of agencies and schools for additional support and guidance. Carefully planned procedures help pupils settle when they start school and prepare Year 6 pupils for secondary education.

Much of the guidance given to pupils about improving their work is informal. As a result, most pupils do not understand what they should do to raise their standards. Pupils in Year 6 approaching their Key Stage 2 assessments are the best informed but still do not have simple, regular targets to help them make better than satisfactory progress.

## **Leadership and management**

### **Grade: 3**

The headteacher, governors and staff work as a close team and have a shared vision for the care and personal development of all pupils. The school recognises that its self-evaluation requires further development. Monitoring tends to be too informal and this means that there is not always a systematic way to follow up identified weaknesses to ensure that they are fully addressed. One outcome is that standards are not improving as quickly as they could. The work

of senior managers has been limited and has not yet had a significant impact on raising pupils' standards and achievement.

The governors are committed and supportive, and have focused particularly on pupils' care and personal development. However, they do not monitor all aspects of the school rigorously enough and so are unable to offer the required level of critical challenge.

Resources are good and used well, but there is still a lack of a secure covered outdoor play area for the Foundation Stage, as there was at the time of the last inspection. The school provides satisfactory value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 January 2008

Dear Pupils

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

Thank you for welcoming us when we visited your school recently. We thought you were very polite and we very much enjoyed chatting to you in lessons, at lunchtime, in the playground and in our meetings.

When everything is taken into account, Winford provides you with a satisfactory education. You told us how you liked coming to such a friendly, happy school and we agree that the school has a number of good features. In particular, everyone gets on very well with one another, including adults, and this helps your good personal development. The school is a caring place and keeps you safe but the advice you are given about your work is not helpful enough. Teaching is satisfactory and helps you to make the progress expected of pupils of your age. The standards of your work are similar to those in many other schools across the country and your achievement is satisfactory. You have the correct range of subjects to study and you rightly praise the good out-of-school activities that are on offer. The way the school is led and managed is satisfactory.

Like most schools, there are things that could be improved. We have asked the school to do four main things.

- Improve standards, especially in science. We expect you and the school to work hard at this.
- Ensure that teachers check up on your progress and what they are doing to help you more thoroughly. This will help the school to plan better for the future.
- Give you better information and advice about how to improve your work. You can help in this by asking your teachers if you do not understand what you should do next.
- Help you understand more about other cultures so that you are better prepared for your future lives.

Once again, many thanks for your helpfulness. I wish you the best for the future,

With best wishes

John Carnaghan Lead Inspector

23 January 2008

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With best wishes

John Carnaghan  
Lead Inspector