

Aviation House
125 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



08 December 2009

Ms Feeney
Winmarleigh Church of England
Primary School
Church Lane
Winmarleigh
Preston
PR3 0LA

Dear Ms Feeney

Ofsted 2009-10 subject survey inspection programme: English

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 19 November 2009 to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit included a focus on our current survey theme of spelling and handwriting.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of English is good.

Achievement in English

Achievement in English is good.

- Year groups are very small and of varying ability. A higher-than-average proportion of pupils has special educational needs and/or disabilities. Several of the pupils in Years 5 and 6 joined the school part way through their primary schooling. These factors mean that attainment varies considerably from year to year.
- Pupils' achievement, however, is good throughout the school, particularly in developing speaking and listening skills.

- In the lessons seen, learning was never less than good and, for some of the older pupils, it was excellent.
- Pupils' progress is aided greatly by their superb attitudes to learning and commitment to achievement, their exemplary behaviour, and their good level of independence in learning. They really enjoy learning.

Quality of teaching in English

The quality of teaching of English is good.

- Staff have high expectations for the pupils and the expertise to reach them. They have excellent relationships with pupils. They assess pupils' learning closely from day to day, adjust the work according to their rates of progress, and match work closely to pupils' wide range of learning needs in the mixed age classes.
- Teachers' questioning skills are especially good. They use them very well to explore language with pupils in considerable depth.
- Marking is good and contributes well to the targets that are set for each pupil. Pupils are also involved very well in evaluating their work and identifying areas for improvement.
- Support staff are deployed very effectively in lessons and to provide additional help for individual pupils. They make a very good contribution to pupils' achievement.

Quality of the curriculum in English

The quality of the English curriculum is good.

- Teachers plan the work together and provide what is required through an interesting range of activities. However, there is little long-term planning for the whole school to ensure that all pupils cover a full range of progressively more demanding work.
- Pupils have particularly good opportunities, all through the school, for speaking and listening and for learning about media. For example, pupils in Key Stage 2, studying *A Christmas Carol*, have watched a film of the story and looked at how music, colour and setting are used. Pupils make speeches in support of their applications for roles on the school council.
- Opportunities for writing are planned across subjects and some English activities are undertaken in partnership with other schools.
- The provision for pupils with special educational needs and/or disabilities is tailored very well for each individual.
- There is a strong and overt emphasis on independent learning and pupils taking responsibility, for instance as librarians. These features support achievement very well.
- Activities beyond lessons support the curriculum well, for instance a story club and visits to the theatre and libraries.

Effectiveness of leadership and management in English

The effectiveness of leadership and management of English is satisfactory.

- Teamwork is strong. The staff set themselves high standards. They are ambitious for the pupils and determined that each one will do as well as they can.
- The leadership of developments in English and monitoring of the effectiveness of provision in the subject are underdeveloped. There is a plan for improving the provision but it lacks measurable criteria by which to evaluate the success of initiatives.
- Staff benefit from a good amount of additional training.

Spelling and handwriting

There is a good emphasis on spelling and handwriting throughout the school with clear policies for both. Pupils' targets often include these aspects of the subject and teachers' marking pays good attention to them. Pupils follow a progressive programme to develop a fluent joined script and they are taught spelling rules. Pupils who find spelling or handwriting hard get extra help that tackles their particular difficulties.

Areas for improvement, which we discussed, include:

- securing the planning of the whole-school curriculum to assure coverage and progression
- improving leadership and management by:
 - establishing clear lines of responsibility for monitoring and evaluating English and promoting development of the subject
 - strengthening the planning for improvement in English, in particular clarifying how developments will be evaluated in relation to pupils' achievement.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be made available to the team for the next institutional inspection.

Yours sincerely

Pat Kime
Her Majesty's Inspector