

Winterslow Church of England (Aided) Primary School

Inspection report

Unique reference number	126420
Local authority	Wiltshire
Inspection number	381231
Inspection dates	9–10 May 2012
Lead inspector	Alex Baxter

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Mike Houghton
Headteacher	Jane Greenaway
Date of previous school inspection	12 September 2006
School address	Middle Winterslow Salisbury Wiltshire SP5 1RD
Telephone number	01980 862446
Fax number	01980 863174
Email address	admin@winterslow.wilts.sch.uk

Age group	4–11
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Introduction

Inspection team

Alex Baxter

Additional inspector

Jill Arnold

Additional inspector

This inspection was carried out with one day's notice. The inspectors visited 15 lessons taught by nine teachers and listened to pupils reading. The inspectors also observed break times, attended two assemblies and held meetings with representatives of the governing body, staff, pupils, and parents and carers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at plans and policies, records of assessments and the tracking of pupils' progress. The inspectors analysed 68 questionnaires completed by parents and carers as well as those returned by 75 pupils and 17 staff.

Information about the school

This school is smaller than the average-sized primary school. Approximately two per cent of the pupils are known to be eligible for free school meals and this proportion is low in relation to the national average. Most pupils attending the school are of White British heritage. Approximately three per cent of the pupils are supported by school action plus or with a statement of special educational needs and this is low in relation to the national average. The proportion of pupils joining or leaving the school at other than the normal times is above average. Children in the Early Years Foundation Stage are taught in a discrete Reception class. Two of the other five classes cover two year groups of pupils, namely the mixed Year 3 and 4 and Year 4 and 5 classes. The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress. There has been some instability in staffing during this school year. A privately funded pre-school, breakfast and after-school childcare facility operates on the school site; as it is managed independently, it was not part of this 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Winterslow is a good school with a welcoming and caring ethos. It is not yet outstanding because the quality of teaching and subsequently pupils’ progress varies at times. Even so, practical learning activities within an imaginative curriculum which links subjects together, and strong teaching in some classes, ensure that pupils achieve well.
- Attainment is above average by the end of Year 6, with many pupils demonstrating impressive speaking and listening skills. Attainment in reading is also above average at the end of Years 2 and 6, reflecting strengths in developing pupils’ skills and phonic understanding of the sounds letters make.
- Children in Reception benefit from a very good range of practical learning. Pupils’ learning through Years 1 and 2, especially in writing, has been improved in recent years. Progress slows at times because inconsistent challenge fails to fully engage pupils as committed, independent learners. However, pupils sustain positive attitudes and respond maturely to the stimulating teaching provided in Year 6, which accelerates their progress.
- The quality of teaching is good. Relationships are supportive and capable teaching assistants are deployed effectively to support individual pupils. However, while teachers give good oral guidance, marking of pupils’ work and the development of pupils’ self-assessment skills are inconsistent.
- Pupils’ behaviour, attitudes to learning and safety are good with above average attendance reflecting pupils’ enjoyment of school and significant strengths in the provision for their spiritual, moral, social and cultural development. Pupils say they feel safe and, while their attitudes are often exemplary, contributions to learning slip on occasion in some classes.
- The headteacher works well with senior colleagues and, with good support from the governing body, provides effective leadership and management. Together, they promote an inclusive ethos and manage performance and teaching well to sustain continued improvement.

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What does the school need to do to improve further?

- Over the course of the next two terms increase the proportion of good and better teaching and accelerate the pace of pupils' learning by:
 - more consistently matching work and the level of challenge to pupils' abilities
 - sharing and extending the good practice that already exists in the school with regard to stimulating pupils' engagement in learning.
- By January 2013, more systematically develop pupils' independent learning skills as they move through the school by:
 - extending pupils' self-evaluation skills
 - ensuring that teachers provide more information in their written marking about how pupils can improve their work.

Main report

Achievement of pupils

Children enter school with skills that are above the levels expected for their age. They make good progress in Reception, especially in becoming independent, self-confident learners and developing their communication skills. Observation of learning in lessons shows that pupils make good progress overall across the school, particularly in speaking and listening, and this year, in writing in Years 1 and 2. At times, in response to inspirational teaching, pupils make outstanding progress in Reception and in Years 1, 2 and 6. However, despite improvement this year, especially in extended story writing and during topic work, occasionally progress is less effective in some lessons. This is because some pupils are not consistently engaged or challenged by teaching, slowing their development as independent learners. However, observations of lessons show that overall progress is accelerated well through Years 1 and 2 to bring attainment to an above average level at the end of Year 2. Similarly high expectations in Year 6 have restored attainment in English and mathematics to the substantially above average levels mostly evident since the previous inspection by the time pupils leave the school.

Such impressive levels of attainment represent good achievement, including by disabled pupils, those who have special educational needs, pupils known to be eligible for free school meals and those arriving other than at the normal time from other schools. Pupils' interest in reading and their systematically developed skills in linking letters and sounds (phonics) enable those who find learning difficult to narrow the achievement gap with other pupils and contribute to the above average levels of attainment in reading evident at the end of Years 2 and 6.

Further evidence of pupils' improving progress, especially by more-able pupils in Year 6, was seen in the quality of their vocabulary when summarising succinctly the

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thoughts of characters in the story '*The Giant's Necklace*.' Similarly rapid progress occurred during an English lesson in Year 2, where pupils reflected carefully about how letter combinations and sounds led to the correct spelling of words.

Most parents and carers recognise the pupils' good progress, including improvement in Years 1 and 2, and note the raised achievements in Year 6, particularly by more-able pupils. A few parents and carers express concern about less effective progress by pupils in some classes, which inspectors also identified. However, inspectors found that improved writing and topic work, and more application by these pupils during practical activities such as music and using computers, sustain better progress.

Quality of teaching

Most of the parents and carers consider that their children continue to be taught well, and most pupils share this view. While inspection findings support this view and also indicate improving teaching, inspectors agree with a small number of parents and carers who expressed concerns about the instability in teaching in some year groups. To tackle inconsistency, senior managers have provided additional teaching and staffing support, both in and out of classrooms. Although teaching in some classes still does not always challenge pupils as successfully as in other parts of the school, additional support has brought improvement and develops pupils' core skills of numeracy and literacy effectively. Well-established strategies to teach reading and to develop pupils' writing through topics which link subjects together, for example '*The Aztecs*,' also ensure pupils' positive progress through the school.

Typically, very supportive relationships also underpin learning. This is especially the case in Reception and Years 1 and 2 where learning is often fun and where teachers encourage pupils to challenge themselves to the full. Teaching in Year 6 also promotes warm relationships and skilfully draws on the pupils' mature attitudes. High expectations and focused questioning require pupils to explain their strategies and bridges any remaining gaps in previous learning.

All teachers are good at managing pupils' behaviour, use interactive whiteboards effectively to introduce learning objectives and deploy teaching assistants well to support disabled pupils and those who have special educational needs. Teachers also implement an imaginative curriculum to complement learning in lessons. Events, such as sporting tournaments, Enterprise Week and '*Crime Scene*' develop the pupils' skills well across the range of subjects. Deeply reflective assemblies, with themes such as '*Saint Francis*', also promote the pupils' spiritual, moral, social and cultural development very effectively. Teachers give good oral guidance and some create children's independence successfully. However, inconsistency remains in the way teachers develop pupils' independence and self-evaluation skills, and use written marking to show pupils how to improve, and this constrains progress on occasion.

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Behaviour and safety of pupils

Pupils' behaviour and safety are good. Inspection evidence shows that the positive views of parents and carers and their children about behaviour and safety now and over time are well founded. When moving around the school, all pupils are extremely well behaved and courteous. In accordance with the school's caring ethos, a few pupils require and receive sensitive support for their challenging emotional needs. Pupils and parents interviewed stated understanding and empathy with this commitment to inclusion. Although a few parents and carers expressed concern in their questionnaires, most indicated how supportive partnerships between home and school enhance their children's learning. Pupils talk with understanding about different forms of bullying, for example physical abuse, cyber-bullying and deliberate name-calling. They report, after careful deliberation, that there is no bullying and that staff would be swift to offer support to them if the need arose. On arrival, children in Reception quickly play their part in a close community where positive attitudes, cooperative learning and spiritual, moral, social and cultural development are notable features. Such qualities continue throughout the school for most of the time, especially during whole-school assemblies, curricular themes and community events.

Attendance continues to be above average, reflecting not only pupils' enjoyment of school, but also parents' views that children are safe and well cared for. Diligent staff supervision helps pupils to feel very safe, including when learning outdoors. As one pupil commented, typically expressing the views of others, 'Teachers are good at helping us and deal with things really well.' Pupils play a full and active part in day-to-day school life, for example, through the school council, when acting as 'outside carers' of young children and, more recently this year, by supporting more harmonious and active break times as 'Happy Helpers'.

Leadership and management

Sharply focused leadership, involving diligent and accurate self-evaluation by the experienced headteacher, senior leaders and members of the governing body, has sustained a consistent drive for improvement. Careful analysis of data and regular observation of teaching and learning are used effectively to measure the impact of provision on pupils' achievements. By these means, the school continues to identify and target the right priorities, which despite some staffing instability, is enabling the school to move forward.

Determined efforts to improve teaching include professional development, shared expertise and additional teaching assistance that continue to bring improvement. While some variation in the quality of teaching still remains, these strategies have secured pupils' steady progress and sustained strengths in pupils' communication and reading skills, and their attitudes to school. However, some other initiatives, for example to increase teachers' expertise in stimulating pupils' full engagement as independent learners, have not yet been established to equally good effect in all classes.

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The governing body and all staff are diligent in securing pupils' welfare and safeguarding procedures meet all statutory requirements. They work particularly well as a team in promoting the school's highly supportive and inclusive ethos, which eliminates discrimination and sustains equal opportunity. This is evident in the additional and relevant support provided for pupils with differing needs. As a result, for example, pupils with complex needs and those who find learning difficult, are closing gaps in achievement between themselves and other groups of pupils. This academic year, specific challenges for more-able and talented pupils are also accelerating their progress. Pupils' learning is additionally enhanced, both in and out of classrooms, by the school's imaginative curriculum. Inspirational assemblies and whole-school cross-curricular themes, for example 'A Child Like Me' and 'Shakespeare' and 'Take One Picture', enthuse pupils, strongly promote their spiritual, moral, social and cultural development, and sustain their positive progress.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

10 May 2012

Dear Pupils



**Inspection of Winterslow Church of England (Aided) Primary School,
Salisbury SP5 1RD**

Thank you for your very willing involvement in the recent inspection, particularly for the very friendly and polite way in which you welcomed us. Many thanks to the groups of pupils, including members of the school council, who talked to us so enthusiastically. You all said that you greatly enjoy school because of the many friendships that you make. We too enjoyed visiting your school. Your positive responses in the questionnaire also show that you feel very safe in school and appreciate the help you receive from caring staff. You will be pleased to know that we agree with you, as do most of the parents and carers who responded to the questionnaire. We judge Winterslow is a good school.

These are some of the other things we liked most.

- You make good progress, more recently in writing, and especially in speaking and listening.
- Your behaviour is good, and many of you do particularly well during topic work, when using computers and learning outdoors.
- Teaching is good overall and occasionally it is outstanding. All staff are diligent in keeping you safe. As a result, your attendance is consistently above average.
- Your headteacher, senior staff and members of governing body work well together as a team, to make sure that you have lots of equipment to help you learn and to keep the school improving.

To help the school to improve further, we have asked the teachers to help you to make better progress by challenging you at the right level in all classes. In addition, we have asked all the teachers to give you more guidance on what to do next to improve when they mark your work, and to help you to get better at evaluating your own work.

All of you can help by thinking even more carefully about how to improve your work.

Thank you again for your help during the inspection and we wish you every success for the future.

Yours sincerely

Alex Baxter
Lead inspector

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