



Winterslow CofE (Aided) Primary School

Inspection Report - Amended

Unique Reference Number 126420
Local Authority Wiltshire
Inspection number 293555
Inspection date 12 September 2006
Reporting inspector Frances Gillam

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

Type of school	Primary	School address	Middle Winterslow
School category	Voluntary aided		Salisbury
Age range of pupils	4-11		SP5 1RD
Gender of pupils	Mixed	Telephone number	01980 862446
Number on roll (school)	187	Fax number	01980 862446
Appropriate authority	The governing body	Chair	Sara Penny
		Headteacher	Peter Ward
Date of previous school inspection	29 November 2001		

Age group 4-11	Inspection date 12 September 2006	Inspection number 293555
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Winterslow is slightly smaller than the average primary school. Children's attainment when they start school is above average. Almost all pupils come from a White British background. The proportion of pupils with learning difficulties and/or disabilities is below average. At present, there are two assistant headteachers, but a new deputy headteacher is expected to be appointed in the spring term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Parents say that 'the school provides an extremely happy and caring environment.' This is true and pupils flourish at Winterslow and do well. The care, guidance and support they receive and their personal development and well-being are outstanding. Pupils quickly become confident because their efforts are valued. This is a strong reason why they work hard and are so eager to learn. Pupils enjoy school. They say that 'it is a really good place to make friends and teachers are kind and friendly.' Within this happy atmosphere pupils behave extremely well and show a high level of care for others. Pupils of all ages have a say in how their school could be improved. They like this input and feel strongly that their views are taken seriously. Many take part in the extensive range of clubs and activities before, during and after school. These enhance the good curriculum and make a positive contribution to pupils' enjoyment of school. Pupils lead active and healthy lifestyles, choosing to participate in the many sporting activities on offer and through learning to care for themselves.

Predominantly good teaching ensures that pupils, including those with learning difficulties and/or disabilities, achieve well and this leads to above-average standards by Year 6. Almost all the children in the Reception Year exceed the goals in the areas of learning by the time they start in Year 1. Many make very good progress in their first year in school because activities interest and engage them. They soon become confident to try things out for themselves and eager to learn more. Throughout Years 1 and 2, most pupils continue to do well. Changes to the teaching of reading and writing have proved successful in stimulating boys' interest. They are now doing much better than in previous years so they are reaching well-above-average standards in reading and above-average standards in writing. Standards in mathematics have been slower to improve, mainly because the more able do not achieve as well as they should. Sometimes activities keep them busy rather than helping them to move on with their learning, particularly when they work on their own. In Years 3 to 6, pupils continue to do well and expert teaching leads to above-average standards by the age of 11. In mathematics, more-able pupils 'catch up' and often exceed the goals set for them. As in Years 1 and 2, the school is successful in narrowing the gap between girls' and boys' performance. Some high quality teaching, particularly in Year 6, speeds the progress pupils make and pitching work at just the right level ensures that all pupils do their best.

There is good capacity to improve and this is achieved through good quality leadership and management. Senior managers and governors have an accurate view of the school's effectiveness. They carefully examine its performance, which ensures that priorities for improvement are firmly based on helping all pupils to do their best. Making changes for the better is often successful, most notably in literacy, where there have been considerable improvements in reading and writing by Years 2 and 6. Senior managers acknowledge that there has not been this same rate of improvement in mathematics in Years 1 and 2 and are about to take action to deal with this.

What the school should do to improve further

- Ensure the more able pupils in Years 1 and 2 are given more challenging work in mathematics.

Achievement and standards

Grade: 2

Pupils achieve well, make good progress and standards are above average by the time pupils leave the school. By the end of Year 6, standards are above the national average in English and mathematics; they are well above average in science. Pupils' achievements have improved considerably over the past two years and test results for 11-year-olds in 2006 are the highest the school has achieved. Standards have also improved by Year 2. Standards are now well above in reading and above average in writing. Throughout the school, boys are now doing better than they were but the more able pupils in Years 1 and 2 do not do as well in mathematics as they do in reading and writing. This is because the work they do is not always challenging. Children in the Reception class make very good progress, with many exceeding the goals expected for their age. Pupils who need extra help do well. Good support helps them to achieve their individual targets for improvement.

Personal development and well-being

Grade: 1

Pupils enjoy school and behave extremely well. Older pupils meet each lesson with a high level of anticipation, commenting that 'we always know what we are going to learn but never quite know how this will happen!' This makes learning exciting and heightens their enjoyment of school. Pupils thrive and know full well how to keep themselves safe, make healthy choices and lead active lives. Pupils like the way they are listened to and how their ideas have been used to help improve things. They are especially pleased with the improvements to the playground. Pupils' spiritual, moral, social and cultural development is outstanding. Within the school's Christian setting they develop a strong sense of their own worth and that of others and contribute well to the wider community. Their ability to work together and their well-developed literacy and numeracy skills create a firm foundation for the future.

Quality of provision

Teaching and learning

Grade: 2

Children get off to a flying start in the Reception Year. Tasks appeal to the children's natural curiosity because they challenge their thinking and encourage them to explore their ideas. Teaching provides a firm foundation for the early skills of reading, writing and mathematics, setting children up very well for their next stage of learning. Pupils

say 'lessons are interesting and fun,' and this accounts for the high levels of interest they show. Skilful questioning makes pupils think hard and often leads to lively discussion. This enables pupils to bounce ideas off each other and refine their thinking. Occasionally, pupils spend too long listening to adults, reducing the time for them to record their ideas and at times the work is too easy for some younger pupils in mathematics. Staff are continually devising ways to challenge pupils and have varied their range of teaching methods, for example, introducing 'time to talk' before pupils are expected to write and often using drama as a stimulus for writing. These changes have inspired all pupils to work harder and boys have found the changes particularly appealing.

Curriculum and other activities

Grade: 2

Outstanding provision in the Reception Year provides a rich and varied range of experiences for children. Children thrive and soon grow in confidence because activities are relevant and interesting and build very well on what they have done before. This very stimulating curriculum in Reception sets the tone for the many exciting activities pupils can look forward to in other classes. These include an extensive range of out-of-school activities and the opportunity to work with other schools and the local community. Changes to guided reading and to reading materials have heightened pupils' interest and contributed well to the improved standards in literacy. The introduction of new-style questions in mathematics, which challenge the more able pupils, is a positive move. However, this does not always extend to other planned activities and so opportunities are missed for some younger pupils to improve their mathematical skills further. Work to link learning between different subjects is developing. In some classes this is successful, allowing pupils to use their well-developed literacy, numeracy and information and communication technology skills to good effect.

Care, guidance and support

Grade: 1

Pupils feel very safe and well cared for and are convinced they 'couldn't be in a better place.' Staff are vigilant about the needs of individuals. Good quality support for pupils who may need it keeps up the good pace of learning and teaching assistants are quick to pick up on any pupil who may be struggling. Pupils say that problems are dealt with swiftly and they are treated fairly. Pupils have very clear information about how well they are doing and how they can do even better. This is a very good incentive for pupils and explains why they work so hard and do so well.

Leadership and management

Grade: 2

Senior managers and governors have a clear understanding of the school's effectiveness and there is a strong sense of purpose. Regular observation of lessons, checking how

well pupils are doing and setting clear targets for improvement ensure that pupils receive good support and that priorities for improvement are well focused. There is strong teamwork which provides a climate of help and guidance for all staff. Action to bring about change for the better is successful and is very evident in the much-improved provision and standards in literacy. Senior managers know that they have yet to take successful action to raise younger pupils' achievement in mathematics to match their achievement in other subjects. The school is in a good position to improve and do even better.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

I enjoyed my visit to your school very much. It was really good to see all the exciting things you were doing. Thank you for making me feel so welcome.

What a happy place your school is! Everyone I met was helpful and polite and this made my day so much the better.

You have a good school. Many of you do well in your work and standards are high by the time you leave school. You and your parents told me how well you are cared for and this is true. Your teachers and other adults in the school treat you very fairly and have your best interests at heart. This is why you behave so well and take careful notice of what is said to you. You are listened to and you feel really proud of your involvement in helping to improve your school. I know you are especially pleased with the playground changes. You eat plenty of fruit in school, get lots of exercise at playtimes and you take part in many sporting activities and clubs after school, and all of these help you to keep healthy.

Many of you say that your lessons are interesting and that your teachers help and encourage you to do your best. Your teachers do a good job. They make sure you know how well you are doing and many of you have a really good idea of how you can do even better. This is helping you to become good readers, writers, mathematicians and scientists, although some younger pupils could do even better in mathematics.

The people in charge of your school and your teachers make good decisions about how to make your school a better place. You can help too by continuing to try your very best in all your lessons.