

# Inspection of a good school: Winton Primary School

Oswald Road, Bournemouth, Dorset BH9 2TG

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Inspection dates:

21 to 22 May 2024

## Outcome

Winton Primary School continues to be a good school.

The headteacher of this school is Neil Tarchetti. This school is part of The Delta Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John White, and overseen by a board of trustees, chaired by Andy Baker.

## What is it like to attend this school?

Pupils are proud to belong to this school community. Staff build strong relationships with pupils and their families. Parents are overwhelmingly positive about the high quality of education and care their children receive. Children in Reception Year benefit from playing and learning in a stimulating and vocabulary-rich environment. The school has high expectations for pupils' behaviour. Pupils meet these and demonstrate consistently positive attitudes to their learning. They show kindness and are well mannered.

Pupils take on a range of leadership roles. For example, they can be a bronze ambassador, travel leader, reading buddy or part of the eco-squad. When pupils reach Year 6, many apply to the sought-after position of house leader. These responsibilities allow pupils to be role models, raise significant sums of money for charity and make positive contributions to school life.

Pupils are enthusiastic about the range of trips on offer to them, including residential experiences. These opportunities extend their learning beyond the academic curriculum. Pupils regularly take part in extra-curricular activities. These include dodgeball, badminton, arts and crafts and choir. Pupils eagerly perform in the school's popular drama production.

## What does the school do well and what does it need to do better?

Pupils study a broad range of subjects that match the expectations of the national curriculum. They achieve strong outcomes in reading, writing and mathematics. Most

pupils with special educational needs and/or disabilities (SEND) are supported to follow the same ambitious curriculum. A small number have a reduced or tailored approach which meets their needs. The school works closely with pupils, parents and external professionals to review this to ensure it continues to be appropriate and suitably ambitious. Staff know the needs of pupils with SEND well. They provide the support pupils need to be successful in their learning.

In most subjects, the curriculum is well planned and sequenced. The school prioritises the learning of subject-specific vocabulary in all subjects. For example, through their study of music, pupils learn vocabulary, such as notation, pitch and melody. In Reception Year, staff model effective language use which children copy. However, in some subjects, leaders have not identified in sufficient detail the subject knowledge that is important for pupils to learn or how this will build over time.

Teachers have secure subject knowledge. They carefully check pupils' understanding of the curriculum. In subjects such as mathematics, staff use formal assessments well to identify where pupils have gaps in their knowledge or have developed misconceptions. However, teachers' use of assessment in some subjects is not as precise.

Pupils follow a well-planned phonics curriculum which teaches pupils how to read. Most pupils develop into fluent and confident readers. If pupils fall behind, regular checks on their progress allow individual support to be put in place quickly. However, at times, teaching does not support pupils to learn phonics sounds accurately enough. This is because some pupils opt out of repeating sounds. This is not identified or challenged by staff.

Reading is part of pupils' daily experience at school. There are regular opportunities to celebrate reading. Pupils are rewarded for engagement and progress in reading. The school involves the wider community to promote good reading habits through, for example, 'secret readers' and 'books at bedtime'. Children in Reception Year learn stories, rhymes and songs.

Pupils attend school regularly. They do not want to miss out on their learning. When enjoying social time in school, pupils play sensibly and are considerate of others. They look out for any pupil on the 'buddy bench' so they can include them in their game. Play leaders support children in Reception Year to learn how to share and take turns.

Pupils are encouraged to be active and stay healthy. They take part in the daily mile and learn about food nutrition as part of the personal development curriculum. Pupils learn about keeping themselves safe in the community and when online. Assemblies introduce pupils to fundamental British Values. Pupils talk about how this helps them to become responsible adults of the future. The school celebrates their diverse community. Pupils enjoy learning about beliefs and cultures different to their own. They say everybody is accepted.

Leaders, including local governors and the trust, place a high value on staff well-being. They are mindful of staff's workload. Staff appreciate the steps leaders have taken to allow them to plan and review the curriculum effectively.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- There are some inconsistencies in how well pupils at the early stages of reading learn and practise their phonics sounds. This leads to some pupils either not fully participating, or their inaccurate recall of a sound not being identified by staff. The school and trust should ensure that staff share best practice in the teaching of phonics so that quality is consistently high.
- In some subjects, leaders have not outlined in sufficient detail the knowledge that is important for pupils to learn or how this will build over time. Therefore, pupils do not always experience a curriculum where important ideas and concepts build as progressively as they could within these subjects. The school and trust should ensure that the curriculum and the assessment of how well pupils have learned it are well planned in every subject.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Winton Primary School, to be good in September 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|                                            |                                                                |
|--------------------------------------------|----------------------------------------------------------------|
| <b>Unique reference number</b>             | 142453                                                         |
| <b>Local authority</b>                     | Bournemouth, Christchurch & Poole                              |
| <b>Inspection number</b>                   | 10322303                                                       |
| <b>Type of school</b>                      | Primary                                                        |
| <b>School category</b>                     | Academy converter                                              |
| <b>Age range of pupils</b>                 | 4 to 11                                                        |
| <b>Gender of pupils</b>                    | Mixed                                                          |
| <b>Number of pupils on the school roll</b> | 836                                                            |
| <b>Appropriate authority</b>               | Board of trustees                                              |
| <b>Chair of trust</b>                      | Andy Baker                                                     |
| <b>CEO of the trust</b>                    | John White                                                     |
| <b>Headteacher</b>                         | Neil Tarchetti                                                 |
| <b>Website</b>                             | <a href="http://www.wintonprimary.uk">www.wintonprimary.uk</a> |
| <b>Date of previous inspection</b>         | 7 June 2018, under section 8 of the Education Act 2005         |

## Information about this school

- The school is part of The Delta Education Trust.
- The school uses three unregistered alternative provisions.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other senior leaders, the special educational needs and disabilities coordinator, members of the local governing body, the chief executive officer of the trust and the chair of the trust board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Kelly Olive, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

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