

Winton Primary School

Inspection report

Unique Reference Number	113746
Local Authority	Bournemouth
Inspection number	311356
Inspection dates	22–23 April 2008
Reporting inspector	John English

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	585
Appropriate authority	The governing body
Chair	David Ramsden
Headteacher	David Naylor
Date of previous school inspection	12 January 2004
School address	Oswald Road Bournemouth BH9 2TG
Telephone number	01202 513988
Fax number	01202 510979

Age group	4–11
Inspection dates	22–23 April 2008
Inspection number	311356

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school situated on the northern edge of Bournemouth. Most of the pupils are White British, but around one in eight comes from a wide range of minority ethnic backgrounds. The proportion of pupils whose first language is not English is above average. The proportion with learning difficulties and/or disabilities is above average, but a smaller-than-average proportion has a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the achievement of the pupils, especially in Key Stage 2, and aspects of leadership and management. Visitors to the school cannot fail to be impressed by what they see at first sight – pupils clearly happy and well engaged in their lessons, and adults and pupils alike working together in harmony. If the visitor comes at times other than lessons, there are groups of children everywhere engaged in a wide variety of exciting-looking extra-curricular activities. Talking to the pupils, they clearly enjoy school and the company of their peers and teachers. They feel safe, and their social development is good. However, for some years now the teaching has lacked pace and challenge and strategies for checking the pupils' progress were inadequate to identify a steadily growing issue of underachievement by many pupils, as shown by declining results in the national tests at the end of Year 6. Effective intervention in September 2007 by the local authority (LA), working with the staff of the school, has resulted in significant improvements in the quality of teaching. Standards are beginning to rise, but not yet sufficiently to reverse the legacy of underachievement, especially in Years 5 and 6. Children get off to a satisfactory start in the Foundation Stage. Subsequently, progress is satisfactory on a day-to-day basis, but overall achievement remains inadequate because, although pupils start Year 1 with standards that are broadly average, by the end of Year 6 they are below average. In questionnaires, the majority of parents expressed their pleasure with the work of the school, particularly the care that their children receive and the pleasant atmosphere that is maintained, despite the large size of the school. However, a significant number also expressed the view that their children were not challenged enough academically. A typical comment was, 'My children enjoy every day. Sometimes my older child needs to be more challenged in his work.' A significant number of parents also expressed concerns at the behaviour of the pupils. Inspectors found that the behaviour of the pupils was good, because the school has focused considerable efforts on the pupils' personal development, but they agree that pupils, particularly in the upper part of the school, are insufficiently challenged. The quality of teaching is satisfactory. Lessons are now often good in many respects, but teachers do not have high enough expectations of what the pupils can achieve and the guidance given to pupils on how they could raise standards is not effective enough, because marking is insufficiently focused on targets or on identifying what the pupils should do to improve. Pastoral care of the pupils is good. The curriculum is broad and balanced and enhanced by a particularly wide range of extra activities such as sports, but it does not yet sufficiently support the improvement of key skills such as writing. The managers of the school do not provide clear direction to the staff, because the delegation of responsibility for subject leadership has been inadequate. The LA has ensured that the senior managers understand the key weaknesses that need to be addressed and how to plan to do this. As a result the quality of the school's selfevaluation is now satisfactory, and the quality of teaching has improved. In addition, the LA has supported the school in setting up a system to track the progress of the pupils that enables identification of those at risk of underachievement, so that action can be taken to support them. The school now has a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress in the Foundation Stage as a result of satisfactory teaching. Learning opportunities are often exciting and fun for the children. Learning to read is a priority and every day children have a lesson in phonics. They have many opportunities to choose and discuss their play activities, although insufficient use is made of the secure, exciting and challenging area outside. Learning is appropriately planned to match each stage of children's development, but the lack of strategic leadership means that, as in Years 1 to 6, the expectations of what the children can achieve are not high enough. The classrooms are welcoming and there is a satisfactory range of resources for the children to use. By the end of the Reception Year, standards are broadly average, with particular strengths in personal, social and emotional development.

What the school should do to improve further

- Raise standards, particularly in Key Stage 2, by ensuring effective leadership for each subject in the curriculum.
- Improve teaching and learning by raising the degree of challenge offered to all pupils.
- Improve the quality of the advice offered to pupils on how to improve through better marking and use of targets.
- Improve leadership and management by ensuring that systems recently introduced to evaluate performance and track the progress of the pupils are consolidated and rigorously applied.

Achievement and standards

Grade: 4

Children enter the Foundation Stage with skills that are generally in line with those expected in all the areas of learning. They make satisfactory progress in the Foundation Stage and Years 1 and 2, where standards are broadly average. By the end of Year 6, standards overall are below average; they are average in English but below average in mathematics and science. This reflects underachievement for many pupils, particularly those in the final two years of the school. Year 6 results have been falling for three years, although standards are now beginning to rise because of the introduction of intensive support, especially for those in the upper part of the school and for pupils with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 3

Pupils enjoy coming to school because they relate well to each other and to the teachers, who they like and respect. They are enthusiastic about the wide range of additional activities provided, many involving physical exercise and promoting healthy lifestyles. Healthy school lunches are becoming more popular. Pupils feel safe and well cared for. Attendance is below average, but this is partly a consequence of the strict policy the school operates if a pupil registers after the prescribed time in the morning. A minority of pupils are habitually late despite the efforts of the school to improve their punctuality. Although there is a small group of pupils whose challenging behaviour demands considerable attention from the staff, the behaviour of the overwhelming majority of the pupils is very good, both in lessons and around the school. In general they are well-balanced young people, often charming and engaging, with well-developed social skills. They help each other as mediators and playground buddies. This

contributes to ensuring that bullying is now only an occasional issue, and instances of it are normally dealt with effectively. They also show a sense of social concern through their charity fundraising activities. Although spiritual, moral, social and cultural development is satisfactory, the pupils lack a clear understanding of the backgrounds and beliefs of the range of ethnic groups that make up modern Britain. Their preparation for future study and work is hampered by the inadequate progress they make in key skills such as literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 3

At the beginning of this academic year, the school and the LA judged teaching and learning to be unsatisfactory. However, successful identification of the key weaknesses and intensive support from the LA have ensured that these have been addressed, and learning throughout the school is now at least satisfactory, with many lessons well taught. All staff enjoy good relationships with pupils, value their views and treat them fairly. A strength of all lessons is the consistent use of positive approaches to managing pupils' behaviour and the judicious use of praise. Although lessons follow a structure in which the goals are clear and pupils understand how to do the tasks set for them, expectations of what can be achieved are not high enough and pupils spend too long on tasks which are not sufficiently challenging. Pupils are set targets related to their work but these are not referred to enough in lessons. Teaching assistants are well deployed to support pupils and they have a positive impact on learning.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and includes two hours of physical education along with specialist provision for music and French. The school is making improvements in the curriculum to make it more stimulating and exciting for pupils by identifying links across subjects to provide a range of meaningful opportunities in which pupils can practise key skills, for example, in writing. However, this is not yet sufficiently developed to contribute positively to these skills. A strong programme of personal, social and health education contributes well to pupils' personal development. The school provides a very good range of activities beyond lessons, including opportunities to play sporting games. These activities are popular and well attended, and help pupils to extend their interests and develop healthy lifestyles. The school organises exciting visits out of school and invites visitors to support and extend the learning. One of the key features of the school is that there is always a range of activities going on involving substantial groups of pupils before school, at lunchtime and after school.

Care, guidance and support

Grade: 3

Strong pastoral care is a hallmark of the school's provision. Measures to ensure pupils' safety are established and effective. The school's focus for some years has been on the personal development of the pupils, and this has successfully ensured a safe and happy environment. Good quality, comprehensive support is provided for pupils with social and emotional problems, working well with parents and outside agencies. Provision for pupils with learning difficulties and/or disabilities is thorough, with appropriate management of the most vulnerable pupils' needs. However, the provision for academic guidance is not as strong. The school has only

recently, with the support of LA consultants, introduced an effective system to track the progress of the pupils. The guidance given to pupils on how to improve their standards through teachers' marking and setting targets is beginning to have an impact but is not yet as effective as it should be.

Leadership and management

Grade: 4

The leadership structure introduced around three years ago by the school has had a strong impact on pupils' personal development and well-being. However, it has not met the need to raise standards, because of inadequate provision for subject leadership. The senior managers and governors took too long to respond to clear indications of falling standards, and as a result many pupils, particularly in the last two years at the school, have been attaining standards well below those of which they are capable. The school, with the support of the LA, has now introduced an action plan, based on a realistic evaluation of the weaknesses in provision, that has had a significant positive impact, although it has not yet been in place long enough to reverse the underachievement. The governing body has been strengthened and provided with appropriate training so that it is now in a position to play a positive role in the continued work to raise standards.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
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	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 23 April 2008 Dear Pupils Inspection of Winton Primary School, Bournemouth BH9 2TG Thank you for making us so welcome when we visited you. We enjoyed being at your school, meeting with your teachers and talking with some of you during our visit. These are the things we particularly liked:
 - your behaviour in school is good
 - you get on very well with each other and with the adults
 - the staff take good care of you and this helps you to feel safe and to enjoy school
 - you understand how to live healthily and you enjoy the many opportunities you get for sports and activities both in and out of school. However, the standards you are achieving in your lessons are not as good as they could be because the tasks you have been asked to do have not had enough challenge in them and you have not been given clear enough advice on exactly what you have to do to improve. As a result of the work your teachers have been doing this year, things are improving, but standards are still not high enough because it is taking some time for you to catch up. So we have given the school what is called a 'Notice to Improve', which means that we want the recent improvements to continue, and for the school to make sure that you achieve the standards of which you are capable as quickly as possible. To do this we have asked the school to ensure:
 - that standards in every subject improve
 - that teachers set you tasks to make you think a bit more so you make better progress
 - that teachers give you clearer information about how you can improve
 - that the senior teachers of the school keep a close eye on all these improvements and make sure they continue in the future. You can help by listening to the advice you are given and working hard on your tasks, even if they seem to be a bit harder, in order to get the most out of them. We very much enjoyed meeting you and wish you all the very best for the future. With best wishes John English Lead inspector

Annex B



23 April 2008

Dear Pupils

Inspection of Winton Primary School, Bournemouth BH9 2TG

Thank you for making us so welcome when we visited you. We enjoyed being at your school, meeting with your teachers and talking with some of you during our visit. These are the things we particularly liked:

- your behaviour in school is good
- you get on very well with each other and with the adults
- the staff take good care of you and this helps you to feel safe and to enjoy school
- you understand how to live healthily and you enjoy the many opportunities you get for sports and activities both in and out of school.

However, the standards you are achieving in your lessons are not as good as they could be because the tasks you have been asked to do have not had enough challenge in them and you have not been given clear enough advice on exactly what you have to do to improve. As a result of the work your teachers have been doing this year, things are improving, but standards are still not high enough because it is taking some time for you to catch up. So we have given the school what is called a 'Notice to Improve', which means that we want the recent improvements to continue, and for the school to make sure that you achieve the standards of which you are capable as quickly as possible. To do this we have asked the school to ensure:

- that standards in every subject improve
- that teachers set you tasks to make you think a bit more so you make better progress
- that teachers give you clearer information about how you can improve
- that the senior teachers of the school keep a close eye on all these improvements and make sure they continue in the future.

You can help by listening to the advice you are given and working hard on your tasks, even if they seem to be a bit harder, in order to get the most out of them.

We very much enjoyed meeting you and wish you all the very best for the future.

With best wishes

John English
Lead inspector