

Winton Primary School

Oswald Road, Bournemouth, BH9 2TG

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The drive by senior leaders to improve teaching over the last three years has resulted in consistently good teaching across the school and improvements in progress.
- Over this period standards in English and mathematics at the end of both Year 2 and Year 6 have moved forward well. Pupils' progress is consistently good and in Key Stage 2 many make rapid progress.
- Parents and carers, staff and pupils are totally committed to supporting the headteacher. Staff value the encouragement they are given to try new ideas and the training opportunities to improve their teaching. This means morale is excellent and there is a common desire to want to improve.
- Teaching is good because teachers explain things very well and enjoy excellent relationships with the pupils.
- Pupils behave well and are courteous and well mannered. The school's promotion of pupils' spiritual, moral, social and cultural development is very strong.
- Parents and carers are very effectively involved in their children's learning.
- The governors are very effective, totally involved in the school and provide a well-informed level of challenge to the school's leadership. This enables plans for the future to be made which are appropriate and understood by everyone.

It is not yet an outstanding school because:

- Although teaching is mainly good, not enough teaching yet is outstanding.
- Pupils' progress in lessons slows very occasionally and their interest flags because teachers do not always give them sufficiently varied and interesting activities.
- The curriculum offers too few challenging activities, particularly in writing, to stretch and deepen the knowledge of the most able pupils.
- The school library, though well organised, is not used effectively to enhance pupils' reading across the curriculum.

Information about this inspection

- Inspectors observed 34 lessons or parts of lessons, taught by 25 teachers. Some were joint observations with senior leaders.
- They met with representatives of the governing body and members of staff.
- The lead inspector held a discussion with a representative of the local authority.
- Inspectors took account of the 93 responses to the online Parent View survey and held informal discussions with some parents and carers.
- They observed the school's work, and looked at school documentation, including data on pupils' progress, the school's development plan, evidence of self-evaluation and monitoring records, and arrangements for safeguarding.
- Inspectors analysed questionnaire responses from 42 members of staff.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Margaret Faulk

Additional Inspector

Jacqueline Good

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- This is a much larger than average size primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government for pupils eligible for free school meals, those who are looked after by the local authority and those whose families are in the armed forces) is above the national average.
- An above average proportion of pupils are supported through school action, and the same proportion are supported at school action plus. The number of pupils with a statement of special educational needs is also above average.
- A much larger than average number of pupils join and leave the school other than at the usual time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Around two thirds of the teaching staff have changed since September 2011.

What does the school need to do to improve further?

- Raise attainment still further by ensuring more teaching is as good as the best by:
 - enabling pupils to have a range of stimulating and relevant activities in all lessons
 - including more opportunities in all subjects for extension writing, especially for the more-able pupils
 - providing a library that inspires and motivates pupils to read more widely.

Inspection judgements

The achievement of pupils is good

- Pupils are now making good progress from their starting points in all years. The many pupils who join the school other than at the usual time settle quickly and make good progress immediately. Pupils' progress has increased steadily over the last three years because of improvements in teaching.
- The headteacher has worked closely with the local authority to focus on the quality of lessons. The school has introduced and embedded well-planned changes to the way in which teachers assess the stage that the pupils are at in their learning and what they need to do next to improve. The good progress now being made by all groups reflects the school's strong commitment to ensuring that all pupils succeed.
- Pupils in the Reception classes make good progress from their starting points, some of which are lower than those expected for their age. As a result, the outcomes of the phonics screening check for pupils in Year 1 in 2013 improved well from the previous year and were in line with those found nationally.
- Pupils in Years 5 and 6 thrive as a result of being given work that is at the right level and which challenges and supports their learning. Teachers' strong knowledge means that work is presented in a stimulating and exciting way which captures pupils' attention and which contributes to the good progress that they are making.
- Very occasionally in some lessons in other classes, pupils do not make this same rate of progress, particularly in writing, and do not reach the higher levels of attainment. This is because sometimes the teachers do not implement the curriculum plans to set work which is at the right level or inspires pupils to learn. Pupils are not always moved onto their tasks early enough to give them enough time to practise their learning.
- Disabled pupils and those who have special educational needs are successfully meeting the challenging targets set for them and are making good progress. The school has high expectations of pupils, regardless of any barriers they have to overcome. For example, the contribution made to pupils' achievement by the school's determination to involve parents and carers when a pupil is experiencing challenging circumstances is exceptional and has a particularly positive impact on this good progress.
- Pupils who are eligible for support through the pupil premium funding are also making good progress. The school has used its funding to train support staff, and to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups. Based on their average point scores, pupils known to be eligible for free school meals are now achieving at slightly above the levels of other pupils in the school and pupils nationally by the time they leave the school.

The quality of teaching is good

- Very good monitoring and support for teaching has improved the quality well over the last three years. Weaker teaching has been eradicated and it is uniformly good, with the proportion of outstanding lessons beginning to rise well. The good quality teaching and learning are praised by pupils and their parents and carers.
- In most lessons, good subject knowledge helps teachers and classroom assistants explain and demonstrate things clearly; for example when using pictures with birdsong to enhance awareness of characters for story writing, role-playing the part of Samuel Pepys or watching a Room 101 video to discuss the power of persuasion.
- In the best lessons resources are very carefully chosen and used effectively to support learning, but occasionally the opportunity to use simple equipment is missed.
- Lessons are generally well planned in the year group teams so that pupils working at different levels are provided with activities that help them to do well. Skilled teaching assistants often provide extra support for pupils who require it. In the best lessons activities are highly challenging which, together with good explanations and support, ensures pupils do really well. However, this does not yet happen consistently as there are times when the planned curriculum

activities are not as exciting or relevant to the pupils' needs as they should be to ensure maximum progress.

- The special programmes for pupils who need extra help, or who receive additional help through the pupil premium, are taught especially well so that both disabled pupils and those with special educational needs are successfully closing the gap on their peers.
- In the best lessons teachers lead good discussions to help pupils clarify their learning and capitalise on pupils' good relationships with each other by encouraging them to test out ideas or evaluate each other's work. Pupils are fully involved in helping to judge their success in each lesson and setting targets to help them improve. Pupils value this process saying it provides them with a very good idea of how they can achieve well.
- Staff are good at checking how well pupils are doing throughout lessons, correcting errors and misconceptions, but only in the outstanding lessons do teachers constantly adjust activities when pupils are learning quickly to extend their learning even further.
- Most marking of recorded work clearly indicates what has been achieved and how to improve.
- Management of behaviour is very good so that, despite a few pupils finding good behaviour difficult, lessons are rarely interrupted and consistently proceed at a good pace.

The behaviour and safety of pupils are good

- There are good improvements in behaviour over time across the school. Pupils are polite and considerate towards one another and to staff and visitors.
- Pupils' good behaviour is a testament to the strong procedures in place to encourage them to behave well. Pupils are thoughtful, polite and helpful and get on well together, reporting that bullying in any form is rare and always dealt with speedily and successfully. Consequently they feel very safe and happy in school, a strength acknowledged by almost all parents and carers.
- Pupils say that lessons are rarely disrupted by poor behaviour although they understand that one or two pupils in school have difficulties in managing their behaviour. Very occasionally, when the pace of the lesson slows, a few pupils become fidgety and chat among themselves.
- Pupils are well aware of how they can deal with different forms of bullying and hazards they may encounter, including when using the internet.
- Pupils' very positive attitudes to school are fostered through very effective relationships with staff and the way in which pupils are involved in checking on and being consulted about their own learning.
- Pupils' spiritual, moral and social development is promoted very well. The school's strong determination to prevent discrimination ensures pupils develop empathy for others and the very few pupils from minority groups are very well included.
- The school works hard to encourage good attendance, using pupil premium funding well and liaising effectively with different agencies to support this. As a result, incidences of poor attendance and exclusions have largely been eliminated. Attendance levels have improved and are now generally average.

The leadership and management are good

- There have been significant improvements in the leadership and management since the last inspection. As one teacher said, 'Since the arrival of the new headteacher, the school has become a place where children and staff want to spend their days.' This is one of many very positive comments from staff, parents and carers about how the school has changed since his appointment a year ago.
- The headteacher is supported well by senior leaders and by governors. His vision to 'achieve excellence' has led to several careful appointments. There is a shared focus on improving teaching and learning which has led to continuing improvements across the school and shows the good capacity for further improvement.
- Leaders and managers, including those responsible for governance, are highly ambitious for the success of pupils. Self-evaluation is robust and leaders at all levels have an accurate view of the

strengths of the school. They provide effective professional development for all teaching staff and are successful in addressing weaknesses.

- The system for performance management is now strong. It is linked to salary progression and identifies those teachers who are consistently effective in their teaching. This encourages, challenges and supports teachers' improvement so that the proportion of good or better teaching has improved greatly since the last inspection.
 - The curriculum is broad and balanced. It takes into account equality of opportunity and is being reviewed to meet the needs of all pupils. The curriculum in some subjects is not carefully planned and new leaders with responsibility for the curriculum have only just begun to build on the successful start made to update topic planning to make it as exciting and as relevant as possible to pupils' needs. They have also acknowledged that the school library systems, stock and organisation need to be updated in order to enhance pupils' reading opportunities and interest.
 - The school's arrangements for safeguarding are very secure and meet statutory requirements.
 - The new funding to enhance physical education is being put to good use. Careful consideration is now being given to sharing resources with other schools in order to provide specialist teaching for the most able and disadvantaged pupils so that they can reach the levels of achievement of which they are capable.
 - The local authority has worked closely with the school over the last three years. It has provided appropriate advice, guidance and support and made regular checks on the quality of the school's work to secure good teaching and pupils' good achievement. It now expresses its confidence in the capacity of the school to secure further improvements.
 - **The governance of the school:**
 - The governance of the school is good. Governors regularly monitor the work of the school through studying performance data, regular visits and frequent updates from staff. As a result they have a good understanding of the quality of teaching and achievements in the school compared to national figures and are able to support and challenge effectively. Governors talk knowledgeably about procedures and targets for performance management and are therefore able to accurately evaluate leaders' decisions about pay progression. Training for governors has helped them to do this. Governors oversee the school's finances well and evaluate how the use of resources benefits pupils. They have good awareness of how pupil premium funding has been used to support smaller class sizes, personalised tuition and additional staffing and what difference this funding has made to pupils' achievement.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113746
Local authority	Bournemouth
Inspection number	426749

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 of pupils on the school roll	655
Appropriate authority	The governing body
Chair	Bob Hucklesby
Headteacher	Neil Tarchetti
Date of previous school inspection	12 October 2011
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