

Winchelsea Primary School Ruskington

Sleaford Road, Ruskington, Sleaford, NG34 9BY

Inspection dates 6–7 March 2013

	Previous inspection:	Good	2
Overall effectiveness	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.

- Pupils enjoy coming to this very happy and caring school. Their good behaviour and positive attitudes to learning are fostered and nurtured successfully from the moment they join the school.
- Pupils make good progress and achieve well. They enter the Nursery class and Reception with skills which are below those typical for their age and leave Year 6 with standards in tests which are broadly average in English and mathematics.
- Disabled pupils and those who have special educational needs receive effective support and the majority attain higher standards than similar pupils across the country.
- Teaching is good and some aspects are outstanding. Pupils say they find learning fun and they are keen and enthusiastic in lessons. This is because the activities they are given often involve investigation and exploration through real-life or imaginary situations.
- Leaders and managers, including the governing body, have a clear view of how to improve the school.
- The headteacher provides strong leadership. Her vision and determination have ensured that despite considerable changes in staffing and a very tight budget, the quality of teaching has continued to improve.

It is not yet an outstanding school because

- Governors do not ensure that all pupils supported by extra funding make the progress they are capable of.
- Pupils in Key Stage 1 do not always make rapid progress in reading because staff have not had enough training in the teaching of phonics (the sounds that letters make).
- Subject leaders keep a close eye on teaching, but have not been given enough time to check the impact of changes to the way subjects are planned on pupils' achievement.

Information about this inspection

- The inspector saw all teachers teach in the seven lessons observed, two of which were joint observations with the headteacher. In addition, the inspector made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, an adviser for the local authority, the student council and a group of pupils. The inspector talked to pupils during lessons and also listened to pupils read.
- The 25 responses to the online questionnaire (Parent View) and the information from 17 staff questionnaires were taken into consideration.
- The inspector looked at pupils' books, the school's information on how well pupils progress and planning documentation, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is below that seen nationally, but the proportion supported through school action plus or with a statement of special educational needs is higher than average.
- The proportion of pupils for whom the school receives the pupil premium is around the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been considerable changes in staffing since the time of the last inspection and a new headteacher has been appointed. There is now a breakfast club, which is managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and further raise pupils' achievement, by:
 - ensuring that lessons activities are always demanding but achievable for all groups of pupils according to age, need and ability
 - improving the skills of staff in the teaching of phonics to enable more rapid progress in reading for pupils in Key Stage 1
 - providing more time for all subject leaders to monitor the impact of improvement initiatives on pupils' achievement.
- Ensure that the governing body rigorously monitors the impact of the pupil premium on the learning and progress of eligible pupils, so it can hold leaders fully to account for this work.

Inspection judgements

The achievement of pupils is good

- Children typically enter Nursery and Reception with low starting points for their age, particularly in their speech, language and number skills. They make good and sometimes rapid progress in developing their confidence and independence, and acquiring early reading and writing skills. They take part in a range of stimulating activities across all the areas of learning, with a good balance of teacher-led and child-initiated learning.
- The rate of pupils' progress is good in Key Stage 1 but slows a little, particularly in reading, as staff do not always have the skills to teach reading by linking letters to the sounds that they make (phonics).
- In Key Stage 2 progress accelerates, particularly in Years 5 and 6 so that, by the end of Year 6, pupils attain broadly average standards overall. School information, supported securely by inspection findings, the work seen in pupils' books and that displayed around the school, shows that imaginative teaching enables pupils to make faster progress. The more-able pupils in Year 6 are on target to reach the highest standards in forthcoming tests, particularly in English.
- Teaching assistants provide highly effective support to disabled pupils and those who have special educational needs. As a result the majority attain higher standards than those reached by similar pupils nationally. Teaching assistants also help teachers by providing specialist support to ensure that more-able pupils are challenged to make rapid progress in lessons.
- Extra funds are spent wisely to provide breakfast and after-school clubs, extra small group and one-to-one tuition for pupils who are known to be eligible for the pupil premium. The school has recently identified inconsistencies in the attainment of some of these pupils across year groups. At the end of Year 2 their standards are in line with similar pupils across the country in reading, but by the end of Year 6 a small number of pupils are approximately 18 months behind in reading, writing and mathematics. The school is currently planning appropriate support to boost their performance.
- All of the parents who gave a view of their children's progress are very happy with how they are doing. Pupils feel they are doing well at school and are learning all of the important things they need to know, understand and do to be well prepared for the future.
- The school places great emphasis on fostering an enjoyment of reading for pupils of all ages. Regular reading in school, special group reading sessions and the range of interesting activities based on inspiring books all contribute to the high standards in reading achieved in Reception and in Key Stage 2.

The quality of teaching is good

- Leaders have supported and challenged teachers to improve the quality of teaching by planning activities based on real-life or imaginary situations which involve pupils in investigation and exploration to challenge their thinking. As a result, teaching is good overall, with some aspects that are outstanding. For example, Year 2 pupils made excellent progress in extending their use of specialist science vocabulary by using a range of stimulating resources to investigate and report on how water can be a liquid, gas or solid.
- Teachers in all year groups encourage pupils to talk about what they are doing and to share

their ideas. In the Early Years Foundation Stage, adults skilfully engage children in conversation at every possible opportunity in order to improve their speaking skills. Planned, purposeful play enables children in the Nursery and Reception class to develop their vocabulary imaginatively. On one occasion, children excitedly investigated who had visited their class while they were out and actively discussed the clues left behind which led to the identification of Goldilocks.

- Teachers create a purposeful and thriving learning atmosphere, with positive relationships between adults and pupils and among pupils. Teachers plan with their assistants to provide good support for pupils, particularly disabled pupils and those with special educational needs. As a result they often make even better progress than their classmates.
- Although pupils receive clear verbal and written guidance on how to improve their work, in a few lessons tasks and activities are not always set at the right level of difficulty to ensure that all groups of pupils make the best possible progress.
- Pupils were positive about their lessons and said that teachers make their learning fun 'because they let us solve interesting problems'. This is evident in their enthusiasm and the attitudes they show in lessons.
- Inspiring displays of pupils' work in history, geography and religious education demonstrate the regular opportunities pupils have to develop and apply the skills and abilities learnt in literacy and mathematics across other subjects.

The behaviour and safety of pupils are good

- Pupils are welcoming and friendly to visitors. They are polite and thoughtful as they move around the building and this creates a calm atmosphere. Pupils are proud of their school and say that they feel respected. In turn, they are respectful towards adults and each other.
- Pupils' regular attendance and positive attitudes support their learning and progress well. Pupils are exceptionally eager to learn and some behaviour in lessons is outstanding. The caring support for pupils who have difficulty in managing their emotions and behaviour enables them to work well in lessons. Pupils' behaviour is managed well, although when teaching occasionally fails to capture their interest fully, they lose concentration.
- Policies and procedures for safeguarding pupils and ensuring that the school promotes equality of opportunity meet current national requirements. As a result, pupils feel very safe and secure in school. There are very few incidents of bullying or racism, and any that do arise are dealt with promptly and effectively.
- Pupils have a good understanding of the different forms bullying can take, and know how wrong it is to call each other names. They know how to stay safe in situations beyond the school, including when online. Parents agree that the school keeps their children safe.
- Pupils say how much they enjoy the range of clubs and visits they take part in, as well as opportunities to act as mediators for other pupils. This makes a good contribution to pupils' spiritual, moral, social and cultural development, which is also promoted well in lessons, assemblies and the work of the school council in raising funds for charities.

The leadership and management are good

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- Since the last inspection there has been a considerable turnover of staff, but despite serious constraints in the school budget, the decline in the number of pupils has been reversed. The headteacher has successfully steered the school through these changes, maintained standards in English and mathematics and improved the quality of teaching.
 - The headteacher, supported well by the governing body, sets high standards. She has recognised the potential of other staff and many of them now share in aspects of leadership. Senior leaders have taken decisive action to introduce a new and exciting curriculum which is inspiring staff and pupils alike. Staff are enthusiastic and determined to do the best for pupils, and despite very high workloads, their morale is high. This demonstrates the school's strong capacity to bring about further improvement.
 - Leaders know how well the school is performing, and have identified the right priorities for further improvement. Pupils' progress is tracked systematically through the collection of data, and meetings are held regularly with staff to discuss their assessments and to check if pupils are doing well enough.
 - The quality of teaching is checked regularly and accurately by the headteacher and subject leaders. The information gathered is used astutely to set challenging targets for teachers and to hold them accountable for raising achievement. The targets and progress towards them are linked closely to staff pay rises.
 - The organisation of subject leadership in teams is proving to be effective in providing good training opportunities for staff, but subject leaders have not been given enough time to assess the impact of recent improvements to the curriculum on pupils' achievement.
 - 'Light touch' support from the local authority has been helpful to the school. For example, it has supported the collaboration with other local schools to enhance staff training.
 - **The governance of the school:**
 - Governors are closely involved with the work of the school and are knowledgeable about the quality of teaching, the way in which teachers' performance is managed and how they are rewarded. Governors rigorously oversee the school's budget, its policies and the arrangements for keeping pupils safe. They are well informed about the school's performance compared to schools nationally, although they are unable to hold the school fully to account for pupil premium spending because they are not sufficiently aware of how the progress these pupils are making compares to that of other groups.
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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	120496
Local authority	Lincolnshire
Inspection number	403438

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Angus Kirk
Headteacher	Helen Duckett
Date of previous school inspection	20 May 2008
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Fax number	01526 833710
Email address	helen.duckett@winchelsea.lincs.sch.uk

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