

Winnersh Primary School

Inspection report

Unique Reference Number	109876
Local Authority	Wokingham Borough Council
Inspection number	310130
Inspection dates	14-15 January 2009
Reporting inspector	David Edwards (HMI)

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 (total)	332
Appropriate authority	The governing body
Chair	Mrs Carole Smith
Headteacher	Mr Howard Penny
Date of previous school inspection	06 June 2005
School address	Greenwood Grove Winnersh Wokingham RG41 5LH
Telephone number	01189 782 590
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Age group	4-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Winnersh Primary is a larger than average school. Almost all pupils are of White British heritage. A few pupils are from minority ethnic groups and no pupil is at the early stage of learning English. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is below the national average, although the current number of pupils with a statement for special educational needs is slightly above the national average. There has been an increase in the number of looked after children on roll since the previous inspection. Most children who start the Early Years Foundation Stage (EYFS) in the Reception class transfer from a separately funded and managed Early Years setting hosted by the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'The enthusiasm and encouragement displayed by the staff is a true credit to the school, and these qualities are reflected in the pupils' attitudes and willingness to learn.' 'Staff are approachable and any concerns are dealt with promptly and professionally.' These comments, written by parents who responded to the Ofsted questionnaire, reflect the views of the large majority of parents who support the school and are happy with their children's progress.

Inspectors agree Winnersh Primary is a good school that is striving to provide an outstanding education for all its pupils. Indeed, curriculum provision is already outstanding, for stunning artwork and displays celebrating pupils' achievements are found everywhere. This excellent curriculum also ensures very good provision for music as well as for basic skills.

The majority of children start school with skills that are broadly in line with those usually expected of their age. They settle quickly to their learning in the EYFS due to good teaching and the effective partnership established with the independent pre-school setting on site. The new accommodation enjoyed by the children in Reception is having a positive impact on their learning and, as a result, progress in the EYFS is now good. From this secure start, pupils in Key Stage 1 maintain good progress in all areas of their learning. This is due to the effective work of teachers in quickly identifying pupils' individual learning needs as well as planning stimulating lessons. Pupils continue to make good progress throughout Key Stage 2. By the end of Year 6 standards are above average and achievement is good. Leaders are aware that more could be done to help high-attaining pupils achieve even higher standards, especially in mathematics.

Teaching and learning are good. Pupils experience a broad range of interesting activities to help them learn. Most lessons proceed at a good pace and use effective questioning to build on pupils' existing knowledge and understanding. Following significant investment by the school in information and communication technology (ICT), teachers ensure pupils have good opportunities to develop their ICT skills. Good emphasis is also given to additional sporting opportunities and external visits.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good due to effective pastoral care that is a priority of the school. Attendance is above average and pupils' behaviour is good. However, academic guidance lacks rigour. Marking and target-setting, although supportive, do not guide pupils in understanding how well they are doing or what they need to do next to improve their work.

Community cohesion is a focus within the school and ensures pupils have many opportunities to learn about and appreciate living in a multicultural society. The headteacher has appropriately focused on developing leadership at all levels and governors work closely with senior leaders to monitor school improvement. However, managers acknowledge that self-evaluation lacks rigour. In particular, outcomes from monitoring pupils' progress are not used effectively to ensure improvement strategies maximise pupils' progress and achievements.

Capacity for the school to improve further is good, as demonstrated by the improving standards and the high-quality provision, maintained and built upon since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Significant improvements have taken place since the last inspection. Accommodation meets the children's learning requirements well. Resources are attractive, well organised and accessible to children at all times. Most children start school with a wide range of knowledge, skills and experience that are in line with those expected for their age. They settle quickly, listen carefully and carry out instructions as directed. As a result, children's personal development and well-being are good with an appropriate emphasis on staying safe and being healthy. Children really enjoy their learning and move with easy access between their classroom and their new, secure outdoor area. Outdoor learning opportunities are still being developed and leaders have imaginative plans to develop this area further. Staff are well trained and maintain a clear focus on learning in all planned activities for children. As a result, children enjoy their learning and work

well together. There is a good balance between adult-led and child-led activities, with children often taught in small groups to ensure each child has maximum opportunity to progress in their learning. Through good leadership and effective teamwork, this progress is carefully assessed with outcomes used effectively to inform planning. As a result, most children enter Key Stage 1 having exceeded the expectations for their age in all areas of learning.

What the school should do to improve further

- Rigorously monitor, at all levels, the impact of the actions taken to secure maximum pupil achievement, especially the more able pupils in mathematics.
- Improve marking and target-setting for pupils so they can better understand how well they are learning and what they need to do next to improve their work.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress in Key Stage 1 so that by the end of Year 2 standards are above average in reading, writing and mathematics. A fall in standards in 2008 at the end of Year 2 had been anticipated. However, the school has implemented effective strategies of further support for these pupils, which are proving effective. The current progress of pupils in Years 1 and 2 is now good. Throughout Key Stage 2, pupils make good progress in all subjects. In 2008, pupils left school at aged 11, with above average standards in English, mathematics and science, although targets for higher-attaining pupils in mathematics were not achieved. The improved standards seen at Key Stage 2 are the result of effective teaching and the improved tracking of pupils' progress, which represents good achievement overall.

Personal development and well-being

Grade: 2

Pupils' good behaviour and attitudes make a positive contribution to their achievements. They are eager to learn and cooperate well in lessons. 'I love school!', exclaimed one typical pupil. 'Teachers work hard to make lessons fun', said another. Pupils are polite to adults and care for each other. Spiritual, moral, social and cultural development are also good. Pupils have frequent opportunities to reflect as individuals and celebrate their own and other cultures through assemblies, art lessons and visitors coming into school. Pupils know how to take responsibility for their personal safety and are aware of the importance of healthy eating and staying fit. They have many opportunities to contribute to their school and the wider community, such as through raising money for charities and introducing the idea of 'playground pals', which has been very well received. Attendance is above average, providing further evidence that pupils enjoy coming to school. Good literacy and numeracy skills ensure pupils are prepared effectively for their future economic well-being, and leave school in Year 6 as confident, well-rounded individuals.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are mostly good. In some outstanding lessons, where high expectations and precise teaching exist, pupils make rapid progress. In a few lessons, where teaching was judged to be satisfactory, the pace of learning was slow and pupils were not always sure how to improve their work. Behaviour is managed appropriately by teachers. Teachers ensure a calm and purposeful working atmosphere in lessons, which most pupils say they enjoy. Pupils

support each other well. They listen accurately and focus quickly on tasks. Developing pupils' self-esteem is a focus to teaching and builds pride in pupils' achievements and a willingness to demonstrate their abilities and knowledge. For example, after a mathematics lesson, pupils were eager to share their work on symmetry with friends. Classrooms are stimulating and vibrant places in which to learn, with high-quality work and materials to support learning on display. Teachers plan together and are effective in providing for the different learning needs of most pupils. However, sometimes in mathematics lessons pupils do not always achieve as well as expected. This is because not all lessons engage or challenge the more able pupils.

Curriculum and other activities

Grade: 1

The outstandingly rich curriculum, celebrated through numerous displays of high-quality artwork, remains a strength of the school. School resources are in excellent condition and are exceptionally well organised and used in providing exciting learning opportunities for pupils. Information and communication technology (ICT), an area for development following the last inspection, has been effectively integrated within the curriculum. Modern foreign languages, such as Gujarati and Dutch, are included in special theme days, and native French students, on placement to the school, further enhance French, which is now fully part of the curriculum. Good-quality singing is frequently to be heard throughout the school. The popular choir recently recorded a CD of superb singing quality. Pupils have also excelled at county level in dance, gymnastics and tag rugby. The school's extensive grounds have been carefully designed to enhance the curriculum and are well used. The recent environmental day, which focused on developing the pond area, also successfully involved the wider community.

Care, guidance and support

Grade: 3

Pastoral guidance and care for pupils are good. Relationships between adults and pupils are supportive and help children feel valued. Children who join the school from outside of the immediate area respond well to the supportive ethos found in the school. Systems for safeguarding pupils are fully in place and staff are clear about child protection procedures. Teachers deploy teaching assistants effectively and consequently pupils with learning difficulties and/or disabilities make good progress relative to their starting points.

Although the school has done much to improve the quality of academic guidance provided for pupils, marking remains focused on celebrating effort. It does not clearly identify with pupils the levels at which they are working. Although pupils are made aware of their learning objectives at the start of lessons, they are less secure in understanding precisely what they need to do next to move their learning forward.

Leadership and management

Grade: 2

Senior leaders set clear targets through a carefully monitored development plan for improvement. They are successful in promoting the well-being of all learners. The role of middle leaders has developed effectively, as teachers have risen to the challenge of working collaboratively on school improvement issues. Governors work closely with senior leaders to give strategic direction to the school. Procedures to monitor school improvement initiatives are effective. As a result, governors are kept well informed about school improvements through subject coordinator presentations. However, the school's self-evaluation does not provide sufficient challenge when reviewing and setting targets. In particular, the progress of pupils is not rigorously analysed at all levels of leadership to ensure all groups of learners achieve as well as they might.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	2
How effectively are the children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The behaviour of learners	2
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

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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	3

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B



Letter to pupils explaining the findings of the inspection.

26 January 2009

Dear Pupils

Inspection of Winnersh Primary School, Wokingham, RG41 5LH

Thank you for welcoming us to your school recently. We really enjoyed our visit and valued the opportunities we had to talk with some of you and see you in your lessons. In return, I want to tell you what we thought of your school. Yours is a good school. Many things impressed us, including your behaviour and positive attitudes to your work. Well done! It was quite clear that the vast majority of you really enjoy school and take advantage of the excellent curriculum provided for you with its many additional after school activities.

Here are some things that we particularly liked. When you start school, you settle very well and make good progress. You work well together in lessons and include one another at playtimes. (The playtime pals, suggested by the school council, seem very popular and successful.) You know how to keep safe and make sensible, healthy choices when eating. You have filled your school with outstanding artwork and high-quality singing. No wonder your choir has earned a very good reputation locally! By the time you leave school in Year 6, you have made good progress in English, mathematics and science; although we agree with your teachers that those of you who find mathematics easy could do even better!

We have asked your headteacher to think about ways to improve your school even more. In particular, we would like teachers to:

- carefully use the results of assessments of your work to ensure they set targets that will really help you to achieve your best
- make sure that you all clearly understand how well you are doing and what you need to do next to improve your standard of work.

I am sure that if you continue to hold such positive attitudes to your work, like those you showed us when we visited your school, you will succeed very well in the future.

With very best wishes,

Yours faithfully

David Edwards
Her Majesty's Inspector