

Winterton Church of England Infants' School

West Street, Winterton, Scunthorpe, North Lincolnshire DN15 9QF

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leadership has been strengthened through federation with the junior school. The two schools are now working very effectively together. The local authority has provided support through recent difficult times and the school is now in a strong position to continue its journey of rapid improvement.
- The executive headteacher has quickly established a shared vision for the school. She is adept at developing new leaders and has formed an effective team around her.
- The governing body has a clear understanding of its role. Governors provide robust challenge for school leaders and their sound evaluation of the school's effectiveness is based on a wide range of evidence.
- The teaching of phonics is effective, so pupils have secure early reading skills. Work to develop comprehension skills is beginning to increase the numbers of pupils who are able to reach the higher standard in reading.
- Teachers do not routinely use assessment information with sufficient precision when planning learning tasks for some groups, particularly boys and disadvantaged pupils.
- Support for pupils with special educational needs and/or disabilities (SEND) is effective. These pupils make good progress from their starting points.
- By the end of Year 2, the proportion of pupils reaching the expected standard in reading, writing and mathematics is above the national average. Too few pupils achieve the higher standards, particularly in mathematics.
- The pupil premium funding is used effectively to provide intervention teaching and wider experiences for disadvantaged pupils. Although the difference in attainment for disadvantaged pupils is diminishing as they move through the school, a few have not caught up by the end of Year 2.
- In the early years, although most children make good progress, a few fail to catch up quickly in their learning. For these children, provision does not fully meet their development needs.
- Although the curriculum is broad and balanced, pupils need more opportunities to develop their knowledge and skills in greater depth. Work to further develop the curriculum is under way.
- Pupils' social, moral, spiritual and cultural development is based on the school's strong Christian ethos. Behaviour in lessons and around the school is good. A small minority of pupils find it harder to follow the school rules at more unstructured times of the school day.

Full report

What does the school need to do to improve further?

- Further improve the effectiveness of leadership and management by continuing to share knowledge and skills across the federation so that:
 - curriculum changes, already under way, provide more opportunities for pupils to develop the knowledge, understanding and skills that are specific to each subject
 - support staff are better equipped to manage the few instances of inappropriate behaviour that occur, particularly at lunchtimes.
- Further improve the quality of teaching and learning by ensuring that teachers more consistently:
 - use assessment information precisely to identify and quickly resolve gaps in pupils' knowledge and understanding, with particular focus on boys and those who are disadvantaged
 - set more challenging work for all pupils so that greater proportions of pupils reach the higher standards in all subjects.
- In the early years, identify any children who need to catch up quickly and tailor teaching accordingly, focusing precisely on the areas of learning where further development is needed.

Inspection judgements

Effectiveness of leadership and management

Good

- Federation with the junior school, supported by the local authority, has brought increased leadership capacity. Leaders from the junior school complement and support the work of leaders in the infant school. The executive headteacher has a clear vision, shared by governors and staff, for further development. She sees the federation as an opportunity to share knowledge and skills across the two schools. Consequently, the infant school has improved rapidly since she took up post.
- Leaders and governors have an accurate view of the strengths of the school and a secure grasp of what still needs to be done. School leaders monitor the performance of staff effectively and training in mathematics and English has focused specifically on those areas that need to improve further.
- Leaders' work to improve the teaching of reading comprehension is raising pupils' attainment, particularly at the higher standards. New strategies introduced to develop pupils' fluency in mathematics have also helped to develop their confidence. There is now scope to create more opportunities for pupils to apply their knowledge.
- The pupil premium funding has been used effectively to provide immediate interventions for disadvantaged pupils, so that they can 'keep up, not catch up', and to enable them to take part in the wider life of the school. This has helped to reduce the difference in attainment for many of these pupils. Some disadvantaged pupils need further support to ensure that they reach the higher standards of which they are capable.
- The curriculum makes a good contribution to pupils' learning and to their personal development, behaviour and welfare. Pupils learn about a wide range of topics but there are not yet enough opportunities for them to develop their knowledge, understanding and skills in depth. Plans are under way to develop this aspect of the curriculum. Pupils are able to enjoy a wide range of additional activities, such as gardening, martial arts, choir and story-telling clubs.
- Pupils with SEND make strong progress from their individual starting points. Work with other providers, parents and carers is effective, so members of staff are well prepared for pupils' individual needs when they join. The special educational needs coordinator (SENCo) has a very clear overview of the needs of the pupils in school and she works closely with other team members and outside agencies to ensure that the learning support and care for these pupils meet their needs very well.
- The primary school physical education (PE) and sport premium funding is used to good effect. Teachers have benefited from additional training, following an audit of their skills, to improve the quality of teaching in PE lessons. All pupils at the school are able to take part in a competitive sport and enjoy the many opportunities for exercise that are on offer, including the lunchtime skipping club.
- The promotion of spiritual, moral, social and cultural education is supported well by the school's strong Christian ethos and values which are embodied in the school motto, 'We care'. Through assemblies, visits, the teaching of religious education and additional activities, pupils have a good understanding of other cultures and religions. They can

describe the similarities and differences between Judaism, Hinduism and Christianity. Pupils have a developing appreciation of different artists. They could describe the work of Paul Klee and discuss the style of pointillism painting.

- The school council is very active and has helped to bring about some popular and positive changes in school life.

Governance of the school

- The wide range of expertise and experience across the recently formed governing body, led by a skilled chair, has helped the school to improve quickly after federating with the junior school. Following a challenging period for the school, the governing body is now well organised and sharply focused on raising standards. There is a palpable feeling of momentum and determination and a shared drive for excellence.
- In a relatively short space of time, governors have acquired a sound knowledge and understanding of school evaluation information because they are well informed by the executive headteacher. They use this information effectively to hold school leaders to account. They ask detailed questions about how well interventions or new approaches to teaching and learning are working. They are clear about how additional funding is used and of the impact it has had. Governors have a strong knowledge of the strengths of the school and the areas that are priorities for improvement. They are ambitious for the pupils and challenging and supportive of leaders.
- Governors understand their responsibilities well, including those related to safeguarding. They are frequent visitors to the school and the named governor for safeguarding checks that policies, systems and procedures are followed carefully.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils say they feel safe in school and the parents and carers who spoke to inspectors said that their children are happy and safe in school.
- The school has a strong safeguarding team that effectively coordinates safeguarding across the school. Designated staff work with a range of external agencies and are tenacious in their approach to ensuring that vulnerable children are kept safe. Statutory safeguarding training for all staff and governors is thorough and up to date and they are fully aware of their responsibilities.
- The school works within a cluster network to share good practice, resulting in strong links with other agencies and practitioners with responsibility for safeguarding.

Quality of teaching, learning and assessment

Good

- Teachers use questions well to promote pupils' thinking. An example of this as seen during the inspection was when a child asked the teacher a question and her teacher responded with another question. This enabled the child to find the answer for herself.
- Teachers identify misconceptions quickly and address them immediately, orally or in pupils' workbooks. Pupils respond to written feedback in their books, although they do not always get the opportunity to practise their corrections over a period of time.

Consequently, these misconceptions sometimes become embedded, particularly for those pupils who need to catch up.

- In mathematics, where teaching is most effective, concrete resources and visual representations are used to support pupils' understanding and calculations. For example, a teacher used an image of an egg box to good effect to support pupils' understanding of arrays and pupils used cubes to model the arrays they were using to multiply two numbers.
- As a result of effective and focused teaching, pupils are becoming more proficient in mathematical calculations. However, limited opportunities to apply these skills to problem-solving tasks have restricted their progress somewhat. Consequently, too few pupils are working at greater depth in mathematics.
- The teaching of phonics is highly effective. Carefully selected grouping ensures that pupils receive teaching that is precisely matched to their next steps in learning. Training for teachers and additional adults in the teaching of phonics is thorough and ongoing. It is supported well by leaders. Pupils use their knowledge of phonics to sound out or spell unknown words. Consequently, a high proportion of pupils pass the phonics screening check and get off to a good start in reading.
- Although pupils develop fluency in reading well because of effective phonics teaching, their comprehension skills are not as strong. Accordingly, leaders have introduced a new strategy for teaching retrieval, prediction, sequencing, inference and vocabulary skills to strengthen pupils' understanding of more complicated texts. This work is beginning to have a positive impact. Furthermore, higher proportions of pupils are now reaching the expected and higher standards.
- Work on vocabulary and planning out stories has had a significant impact on pupils' writing skills. They get many opportunities to write at length across a range of interesting topics. For example, pupils in Year 2 had particularly enjoyed writing about the Titanic. Work on handwriting, effective teacher modelling and high teacher expectations are bringing about strong progress in writing.
- Although there are many strengths in teaching at the school, sometimes teachers do not use assessment information precisely to identify and quickly resolve gaps in pupils' knowledge and understanding. Currently, boys and disadvantaged pupils are sometimes not making the gains in their learning of which they are capable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils like coming to school. They say that they enjoy learning and playing with their friends. They are proud of the work they do and are keen to share this with visitors. One pupil was enthusiastic about how much she enjoys writing and spoke proudly of when she received a reward for her story writing. Pupils are confident learners who pay good attention to the adults who help them in class. They fully engage in the many exciting activities that are offered to them, both in lessons and after school.
- Pupils say they feel safe in school because they know that adults care for them and will

help them if needed. They know about road safety, stranger danger and are learning how to keep themselves safe online. Pupils understand the importance of a good diet and enjoy the many opportunities they have to be physically active.

- Pupils' personal development is woven through the curriculum and is supported by the strong Christian ethos and values of the school. Pupils have an age-appropriate understanding of British values. They elect members of the school council and understand how they are represented by them.
- Pupils understand that some people are different to them and that discrimination is wrong. Pupils said that if someone spoke a different language to them they would help without talking by carrying their book bag, for example. Pupils have an awareness of the world around them, demonstrated by their hopes and dreams stars – 'I wish for a better world with no crime, wars or pollution.'

Behaviour

- The behaviour of pupils is good.
- Pupils' attendance has been consistently above average for a significant period of time. There are no groups of pupils whose attendance is low and punctuality is excellent. Persistent absence is low because the pastoral team are not complacent. They work with parents to help all pupils to come to school regularly and on time.
- Behaviour in classrooms and around the school is good. Pupils listen to instructions and respond happily. They play well together and share the equipment on the playground sensibly. Pupils are polite and inquisitive towards visitors to the school. Occasionally, a small number of pupils engage in rough or silly play during unstructured times of the day. School leaders are aware that they need to ensure that support staff are better equipped to manage these instances. Plans are already under way to work with members of staff from the junior school to this end.

Outcomes for pupils

Good

- Evidence from pupils' work, and emerging assessment information for 2019, show sustained improvements in attainment at the end of Year 2. New approaches to the teaching of reading and mathematics have had a marked impact and have resulted in higher proportions of pupils reaching the expected standard in reading, writing and mathematics.
- Higher proportions of pupils overall are reaching the higher standards in reading, writing and mathematics, and these proportions are now closer to national averages. The use of assessment information to precisely identify and quickly resolve gaps in pupils' knowledge and understanding is not consistently effective, however. As a result, currently, too few boys and disadvantaged pupils reach the expected and higher standards.
- Pupils' attainment in phonics is exceptionally strong. By the end of Year 1, the vast majority have passed the phonics screening check. Precise intervention helps those who do not pass to catch up quickly. Consequently, most pupils are able to read fluently by the time they leave infant school. The introduction of a more systematic approach to the teaching of comprehension skills is resulting in higher proportions of

pupils reaching the expected standard in reading by the end of Year 2.

- Pupils with SEND make good progress over time from their individual starting points. This is because their needs are identified swiftly and appropriate and tailored support is put in place, often from the moment they join the school.

Early years provision

Good

- Children make good progress in the early years. The majority of them join the Nursery class with skills and knowledge below those which are typical for their age. Many have gaps in their personal, social and emotional development and communication and language development, as well as in their early reading and writing skills. High-quality teaching in the early years enables the majority of children to make good progress. Consequently, the proportion of pupils achieving a good level of development over time has remained consistently in line with or above the national average.
- Boys enter Nursery significantly below girls in terms of their development. School progress information and evidence from learning journals show that this gap diminishes as children move through the early years. This is because adults plan teaching carefully so that the interests of children are followed, with boys' interests being a particular focus. Adults are generally effective in developing language skills, and supporting learning through play, because they usually know when to intervene and they ask the right kind of questions to stimulate curiosity.
- Occasionally, however, adults do not move children on to different learning opportunities quickly enough and intervention for those who need to catch up is not always precisely focused on gaps in learning. Consequently, a few children, particularly some disadvantaged boys, are not catching up as quickly as they should.
- The learning environment is highly purposeful. The provision indoors and outdoors is well equipped with a wealth of high-quality resources with which children can engage. Children choose to play outdoors, whatever the weather, because there is so much to explore and play with. Children are stimulated, curious and engrossed in their play and learning. For example, children in the Nursery class were excited about their caterpillars because one had turned into a cocoon. Others were enjoying making potions with rose petals and herbs from their garden.
- Children are developing high levels of independence. This is because they know classroom routines well. They know what is expected of them and what they will be doing next because they have a simple visual timetable to follow. When they help themselves to snacks, they wash their hands first, without being reminded to do so.
- The leadership of the early years is strong. Leaders ensure that the balance of child-initiated and adult-led learning supports the development of early reading, writing and mathematical skills. By the end of Reception, many children are able to use their phonics knowledge independently to help them to spell new words in their writing. They are able to write sentences neatly and can check that their work makes sense. As the Reception year moves on, children move on to more formal, adult-led learning, interwoven with play, so they are well prepared for Year 1.
- Parents are involved at every stage of their children's journey through the early years and into Year 1. Information from home helps to ensure that each individual child's

needs are known before they begin Nursery. Events, such as Elmer's birthday party, provide opportunities for parents to be involved in their children's learning throughout the year. Parents and children are encouraged to share the learning journals and children enjoy looking at these with a great sense of pride in their achievements.

- Members of staff work together to ensure that children in the early years are safe. All statutory requirements are met and regular audits of provision are undertaken. Children behave very well because adults have high expectations of them. They listen well to adults and play and work cooperatively with each other. For example, two boys showed high levels of cooperation when they were working together to make 'the road to Jerusalem for Jesus' out of pebbles and wooden blocks.

School details

Unique reference number	118020
Local authority	North Lincolnshire
Inspection number	10087533

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

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Catherine Kemp
Executive Headteacher	Catherine Logan
Telephone number	01724 732386
Website	www.wintertoninfants.co.uk
Email address	admin.wintertoninfants@northlincs.gov.uk
Date of previous inspection	28–29 March 2017

Information about this school

- Winterton Church of England Infants' School federated with Winterton Junior School in January 2019. The governing body was reformed to govern both schools and the headteacher of the junior school took up post as executive headteacher for both schools.
- The proportion of pupils who are eligible for support through the pupil premium is slightly below average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils with an education, health and care plan is also below average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The school has a Nursery class for children from three years of age.
- A privately-run breakfast club is available for all pupils every day at the junior school site.

Information about this inspection

- Inspectors visited all classes to observe teaching, pupils' learning and behaviour. A number of these visits took place alongside school leaders.
- Inspectors looked at a range of pupils' work across the curriculum, both during lesson observations and in scrutiny of pupils' workbooks. This scrutiny took place alongside school leaders.
- Inspectors listened to pupils of differing ages read.
- Inspectors met with a group of pupils, spoke with pupils at breaktime and lunchtime and considered the responses to the confidential pupil survey.
- Inspectors considered the 20 responses to the confidential staff survey.
- Inspectors spoke to parents on the playground, considered the 21 responses to Parent View, Ofsted's online survey, and took into account the 18 free-text responses.
- Inspectors held meetings with the executive headteacher, the deputy headteacher, the SENCo, subject leaders, members and chair of the governing body, the pastoral support team and a representative of the local authority.
- Inspectors looked at a range of evidence, including the school's website, self-evaluation, action and development plans, assessment information, minutes from meetings of the governing body, safeguarding records, monitoring information, child protection records and documents relating to behaviour and safety.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Gerry Wilson	Ofsted Inspector

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