

Inspection of Winnall Primary School

Garbett Road, Winnall, Winchester, Hampshire SO23 0NY

Inspection dates: 22 and 23 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school is determined to widen pupils' horizons. Pupils are empowered to 'dream big and aim high'.

This is a highly inclusive school. Pupils and their families benefit from the positive professional relationships that they form with staff. This helps pupils to thrive socially and emotionally. Pupils, including those who are disadvantaged, have positive, resilient attitudes towards their learning. As a result, they learn and achieve well.

Pupils who are new to the school, including those who speak English as an additional language, settle in quickly. Staff support them well to help them to focus on their learning. Pupils with special educational needs and/or disabilities (SEND) have their needs accurately and promptly identified. Staff adapt learning activities so that pupils with SEND experience the same curriculum as their peers. Pupils leave the school well prepared for the next stage in their education.

The school has high expectations for pupils' behaviour and ensures that those who meet them are rewarded for their efforts. Consequently, pupils behave well in lessons. Pupils' conduct embodies the school's important value of respect. They take turns and share well.

What does the school do well and what does it need to do better?

Leaders have designed a broad curriculum for all pupils. It is ambitious, meaningful and engaging. Pupils are developing their knowledge securely. Many subjects benefit from enriching activities. For example, in art, pupils are inspired by visiting illustrators, entering Royal Academy competitions and appraising works of art in galleries. However, in some other areas of the curriculum, including some areas of learning in the early years, the school is still determining the knowledge that pupils should acquire and the order in which this should be taught. This means that pupils are not always taught knowledge that builds on prior learning.

Teachers have good subject knowledge. They explain new information clearly. Pupils' work shows that most are progressing well through the curriculum. In reading and mathematics, robust systems are in place to check for understanding. This means that errors and misconceptions are addressed as they arise. However, this is less developed in other subjects, where pupils sometimes develop gaps in their learning that are not identified.

Pupils with SEND receive support to help them achieve well. Teachers use a wide range of effective strategies that benefit all pupils, including those who speak English as an additional language.

The school places a high priority on the teaching of reading. This begins as soon as children start in Reception. Those at the earliest stages of reading, including older pupils, are helped to become confident readers. Pupils who fall behind receive extra help. As a

result, they quickly gain the knowledge and skills they need to become fluent readers. They especially love reading to older students from a local school.

Children in early years are encouraged to join in with stories that they know. They become enthralled with expert storytelling which draws them into new and imaginative worlds. They benefit from a caring and nurturing environment where there are regular purposeful interactions with adults. Staff help children to work collaboratively and independently for sustained periods of time.

High expectations for behaviour are clear and consistently applied. Pupils know how to be courteous and respectful. They interact with one another very well. They develop a strong sense of right and wrong and do not tolerate injustice. Improving attendance is a high priority and includes the demand that pupils are punctual to school every day. Consequently, pupils attend school regularly.

The programme of personal development is a strength of this school. There are fruitful connections with the local Science Centre which provide pupils with the opportunity to learn from scientists and experiment using specialist equipment. An extensive range of sports, outdoor education, trips and visits broaden pupils' cultural capital. Pupils enjoy leadership roles such as serving as 'junior governors'. This helps them to build a knowledge of concepts such as fairness, tolerance and equality.

Leaders, including governors, have tireless ambition to provide the best for pupils. They listen carefully and engage closely with the local community. Consequently, Winnall Primary School is valued and trusted by many families. Staff workload and well-being are taken into consideration, and this allows them to do their best for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not ensured that the curriculum has been designed to build on prior learning. In these subjects, teachers are hindered in designing learning that supports pupils to build logically on what they already know. The school should ensure that teachers are clear about the essential knowledge that pupils should learn at each stage of the curriculum.
- Sometimes, the school's assessment strategies do not enable teachers to check how well pupils are learning the curriculum. Consequently, teachers do not identify or address the gaps in pupils' knowledge or understanding as well as they could. The school should refine its approach to assessment so that teachers understand fully where pupils need to develop their learning further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115963
Local authority	Hampshire
Inspection number	10341375
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair of governing body	Paula Fergusson
Headteacher	Sally Peckett
Website	www.winnallprimary.com
Date of previous inspection	19 November 2020, under section 8 of the Education Act 2005.

Information about this school

- The school runs a before- and after-school club for pupils.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in these subjects: reading, mathematics, geography and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the headteacher and other leaders. The inspectors also met with representatives of the board of governors, including the chair of governors, and local authority representatives.
- The inspectors met with some pupils and members of staff to discuss their views of the school. The inspectors also took their views into account through their responses to Ofsted's online staff and pupil surveys.
- The inspectors met some parents at the school gate. They also took into account responses to the online survey for parents, Ofsted Parent View.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Ginny Rhodes, lead inspector

Ofsted Inspector

Andrew Foster

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024