

Inspection of Winslow Church of England School

Lowndes Way, Winslow, Buckingham, Buckinghamshire MK18 3EN

Inspection dates: 28 and 29 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy coming to this nurturing and inclusive school. Leaders and staff encourage pupils to embody the school's values of 'kindness, forgiveness, honesty, respect and love to learn'. A wide range of after school clubs help foster pupils' interests and talents. These include outdoor learning, creative and sporting activities.

Leaders have high expectations of pupils' behaviour. Those pupils needing support to manage their feelings and emotions are given the help they need. Pupils feel safe and bullying is rare. They know that staff are always on hand to help them sort out any concerns or upsets quickly.

Children in early years get on well and follow rules and routines. Older pupils take responsibilities seriously such as being members of the school council, house captains, internet safety and reading ambassadors. Pupils told inspectors that everyone is encouraged to celebrate their own unique qualities. As one pupil said, 'We don't give anyone labels for who they are.'

Leaders and teachers want the best for pupils and help them to succeed, especially in mathematics and history. However, pupils' knowledge in other subjects is underdeveloped and pupils who struggle to learn to read are not given the right help to catch up quickly.

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

Leaders' work to improve how reading is taught is not finished. They have recently introduced a new phonics programme. However, leaders have not yet made sure that all staff have the knowledge they need to deliver the programme effectively. This means that some pupils who struggle to read do not catch up as quickly as they should. Leaders are keen to promote and nurture pupils' love of reading. They provide plentiful opportunities for pupils to read for pleasure. For example, pupils look forward to their weekly visit to the well-stocked school library and listen with concentration to adults reading to them.

While leaders are ambitious for all pupils to learn a well-structured and exciting curriculum there remains some work to do. In subjects such as mathematics, leaders have identified the essential knowledge they want pupils to learn and remember over time. In some subjects and areas of learning, teachers have strong subject knowledge and use it to check and adapt lessons to help all pupils, including those with special educational needs and/or disabilities (SEND). However, in other subjects and areas of learning, leaders have not identified the most important things they want pupils to learn and the order in which these should be taught. Consequently, pupils do not achieve as well as they should.

Pupils throughout the school, including in the early years, behave very well. They are thoughtful towards others and try their best at all times. Overall, pupils attend

school regularly and arrive on time. Staff identify and provide for the pastoral and wider needs of pupils with SEND. Pupils learn about healthy relationships and appropriate behaviour within relationships in an age-appropriate way. Pupils know how to take care of their mental health and why this is important. They listen to different views with respect and consideration. Pupils are appreciative of others and celebrate diversity. There are lots of opportunities for all pupils to contribute to decisions about the school. For example, pupils recently voted on what to name their school houses and reviewed the school values.

The early years curriculum is well considered. Leaders check the starting points of children and in areas such as early maths provide the most vulnerable children with the support they need to catch up. However, the provision for children's communication and physical development is not consistent. Not all staff in the early years are sufficiently well-trained to deliver every aspect of the curriculum. As a result, children, including those with SEND, do not receive the help they need to achieve well.

Staff are proud to be part of this happy school. They benefit from regular opportunities to discuss what works well in the classroom. Teachers appreciate learning from each other.

Governors are knowledgeable about the school and use this to challenge school leaders about the impact of their actions. They care about pupils' personal development and use additional funding well to target support for the most vulnerable pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to help them understand their roles and responsibilities. They know signs to be alert to and are confident about reporting concerns. Checks on adults who work in school are appropriate and monitored by governors.

Leaders work well with external agencies to access support when there are concerns about pupils' welfare and safety. Leaders are clear about the support given and identify appropriate next steps to keep pupils safe. However, records show that sometimes, these incidents, and the actions that follow, are not recorded in enough detail. This means that leaders' oversight of safeguarding is not as precise as it could be.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Weaker readers, including older pupils with SEND, do not catch up in reading quickly enough. The support they get is not consistently effective. This hinders pupils' learning in other areas as well. Leaders should ensure that pupils are

provided with the right additional help so that they learn to read fluently and confidently.

- Pupils do not achieve consistently well across the curriculum. While there are some strengths in some subjects, in others, the curriculum is not yet designed effectively enough or consistently adapted for all pupils including pupils with SEND. Curriculum leaders should think more carefully about the order in which pupils should learn key knowledge in all subjects. Leaders should also make sure that teachers have strong subject knowledge and know how to tailor teaching to meet the needs of pupils with SEND.
- Children in the early years do not develop detailed knowledge consistently across all seven areas of learning. At times, staff support for children with SEND does not meet their needs. Leaders should ensure that all staff have the right skills and knowledge to help pupils learn and achieve well overall.
- Leaders do not ensure that safeguarding records are always clear and detailed. This places some limits on leaders' oversight of overall safeguarding concerns and individual cases. Staff and leaders are, however, vigilant and well trained, ensuring that concerns are identified and that pupils get the help they need. Leaders must build on this strong culture of safeguarding by improving safeguarding records.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110449
Local authority	Buckinghamshire
Inspection number	10227011
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	Local authority
Chair of governing body	David Shaw
Headteacher	Caroline Colmer
Website	www.winslow.bucks.sch.uk
Date of previous inspection	8 February 2017, under section 8 of the Education Act 2005

Information about this school

- Winslow Primary School is a voluntary controlled Church of England school. The most recent section 48 inspection took place in October 2015. The school's next section 48 inspection is due in the next academic year.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, deputy headteachers and other senior leaders. The lead inspector met with a group of governors, including the chair of governors and also held two separate meetings with an officer from Buckinghamshire local authority and a representative from the diocese of Oxford.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history, art and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The lead inspector met with the designated safeguarding leads. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View and parents' written comments. An inspector also spoke to groups of parents on the morning of the first day of inspection and a parent by telephone on the second day.
- Inspectors gathered pupils' views throughout the day, including during lesson visits, as well as playtimes and lunchtime. Inspectors also considered the responses to Ofsted's pupil survey.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.

Inspection team

Alan Derry, lead inspector	Her Majesty's Inspector
Paul Shaughnessy	Ofsted Inspector
Kate Fripp	Her Majesty's Inspector

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