

Inspection of Winshill Village Primary and Nursery School

Brough Road, Winshill, Burton-on-Trent DE15 0DH

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Winhill Village Primary and Nursery School is a happy and welcoming school. Pupils enter with a smile on their face, excited about the day ahead of them. Pupils are confident and keen to share their learning and experiences of school with visitors. Pupils say that they feel cared for and valued. They are proud of their school.

Pupils behave well during lessons and at playtimes. They have positive attitudes towards learning. They are polite and well mannered, holding doors open and helping each other in class. They treat each other and adults with respect. Pupils told the inspector that incidents of bullying are extremely rare. If something did happen, adults would deal with it quickly. Pupil well-being is very important to everyone in school. Pupils have identified a trusted adult whom they can talk to about any worries or concerns that they may have. Pupils really appreciate this.

Pupils enjoy responsibilities that promote their independence and prepare them for the future. For example, they can be eco-school representatives, prefects or house captains. They also enjoy attending a range of clubs including those for hockey, art, and board games and a book club.

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

Leaders have a clear vision for the school. They want pupils to be successful. The curriculum is broad and interesting. Leaders have thought carefully about what they want pupils to learn, especially in subjects such as reading, mathematics and science. Teachers have good subject knowledge and explain new learning clearly to pupils. However, sometimes high-attaining pupils are not given opportunities to extend their learning. This is because the planned activities are not always as aspirational as they could be. This may stop some pupils reaching their full potential. Leaders recognise this and have plans in place to develop the curriculum further.

Leaders have invested considerably in developing the curriculum. Staff have received a variety of training both in school and across the trust. Many subjects are now well developed, and staff are confident in teaching them. However, in a few subjects such as computing, the curriculum is still very new. Pupils' subject knowledge is not as secure in these subjects, and they have gaps in their learning. Staff plan to develop these subjects further to ensure that they are meeting the needs of all pupils.

Leaders are ambitious for every pupil to develop a love of reading. Leaders have put reading at the forefront of the curriculum. Children in Nursery practise their listening skills so they can hear and recognise early sounds and letters. Staff work skilfully with children in Nursery to develop speech and language. Children in Reception quickly learn their sounds through daily phonics sessions. All staff have had training in the teaching of phonics so that they can support pupils effectively with their reading. Pupils read regularly at home and in school. Staff are quick to spot any pupils who need extra help to keep up. This support is quickly put in place and

carefully monitored for impact. Older pupils talk about their favourite books with understanding and pleasure.

Pupils with special educational needs and/or disabilities (SEND) receive good support and are fully included in all aspects of school life. The special educational needs coordinator (SENCo) knows the pupils well. The SENCo works skilfully with staff and parents and carers to put suitable plans in place. The SENCo helps staff to adapt lessons to ensure that these pupils achieve well. Where appropriate, pupils with SEND may receive extra adult support or practical equipment to help them to learn.

Many aspects of pupils' wider development are well established. Leaders ensure that lessons in various subjects promote pupils' spiritual, moral, social and cultural development well. These lessons help pupils understand how to care for themselves and how to maintain healthy relationships with others. They learn about different faiths and understand why they need to show respect towards others. Leaders carefully plan trips, visitors and experiences that enrich pupils' day-to-day experiences.

Governors and trust staff know the school well. They ask leaders challenging questions and provide good support to all staff. Teachers say that their workload is considered carefully, explaining how they have extra time to complete any additional work. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong, effective culture of safeguarding in the school. Staff know their pupils very well and are quick to pick up on any concerns. Staff receive regular and appropriate training that ensures that they can identify any problems that pupils may face. Safeguarding records are thorough and well maintained. Strong communication ensures that staff communicate any concerns swiftly.

Pupils feel safe in school. They know that adults will help to resolve any issues or worries. Pupils learn how to keep themselves safe in the locality and when online through curriculum activities, assemblies and visitors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, higher attaining pupils are not given sufficient opportunities to extend their learning. As a result of this, these pupils do not make as much progress as they could. Leaders should ensure that opportunities are planned to extend the learning of the higher attaining pupils to ensure that they learn and remember more over time.

- Some of the foundation subjects, such as computing, are in the earlier stages of implementation. As a result of this, pupils' knowledge is not secure. Leaders should ensure that all subjects are planned effectively and delivered well so that pupils can make the best possible progress.

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	146085
Local authority	Staffordshire
Inspection number	10231561
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Gareth Moss
Headteacher	Andrea Goodson
Website	www.winhillvillage.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is the first inspection of the school since it became part of John Taylor Multi Academy Trust.
- The school's nursery has provision for two-year-olds.
- The school uses one alternative provider.
- The school has a breakfast club each day.

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 had 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 and other leaders.
- Inspectors met with representatives of the trust and the governing body.
- The inspection focused on reading, mathematics, science and computing. Inspectors discussed the curriculum with subject leaders and undertook joint

visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work.

- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school's development plans.
- Inspectors talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with pupils.
- Inspectors reviewed responses to Ofsted's online survey, Parent View, including additional free-text comments. They also took account of responses to Ofsted's online questionnaire for staff.

Inspection team

Emma Gater, lead inspector

Her Majesty's Inspector

Travis Latham

Ofsted Inspector

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