

South Wonston Primary School

Inspection report

Unique Reference Number	116034
Local Authority	Hampshire
Inspection number	357870
Inspection dates	27–28 January 2011
Reporting inspector	Michael Burghart

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 of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Julie Amies
Headteacher	Jane Bundy
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons featuring 15 teachers. Inspectors held meetings with members of the governing body, staff and pupils and met with parents and carers before and after school. They observed the school's work, and looked at school documentation including records of pupils' progress, forward planning and monitoring records of teaching and learning. Inspectors analysed 150 parents' and carers' questionnaire returns, as well as 25 from staff and 93 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' performance to see why pupils and boys in particular appear to do better in reading and mathematics than in writing. ♦
- The quality of teaching to explore possible variations in the way more-able pupils are challenged.
- The impact of new initiatives to improve the use of assessment.
- The impact of new leadership and management on pupils' achievement and progress rates.

Information about the school

This is a large primary school serving a rural area, as well as taking pupils from two nearby army bases. Consequently, the proportion of pupils who join or leave the school at times other than usual is well above average. A small minority of such pupils are of Nepalese origin but the vast majority of pupils, whatever their backgrounds, are fluent in English. The large majority of pupils are of White British heritage. Although this is not a church school the parish church forms an integral part of the school building with some shared facilities. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average, such needs mainly featuring moderate learning and social, emotional and behavioural difficulties. Slightly fewer pupils than average have a statement of special educational needs.

The headteacher has been in post for two terms. The school holds a variety of awards including Healthy School status and the Artsmark silver award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school gives pupils a satisfactory education. Following a period when attainment dropped and some pupils, especially the more able, underachieved, attainment is broadly average. There are signs that the current Year 6 pupils are on track to be above average with a noted strength in mathematics this year. The school is well led and managed by the new headteacher and the senior management team. Staff and governors are being crafted into an effective team and self-evaluation accurately identifies strengths and weaknesses. The roles and responsibilities of middle managers are currently under review, and the limited contribution of subject leaders, although satisfactory, means that the school's capacity for further improvement is currently satisfactory rather than good. Nevertheless, inspectors have strong faith in the headteacher's drive and ambition for the school. This is evident in the marked improvement of the last two terms. 'I feel empowered. We are really going places!' was a member of staff's comment which was much echoed. School tracking records of pupils' progress and evidence from the inspection all complement staff, pupils', parents' and carers' comments that there has been significant improvement over the last year. Pupils' progress is satisfactory overall, but good in many respects, with gaps in previous learning being fast overcome. The historical gap between boys and girls in writing has been, and continues to be, successfully addressed. Support for pupils with special educational needs and/or disabilities is good and helps such pupils to make the same progress as their classmates. Pupils are well cared for, usually respond with positive attitudes and behave satisfactorily....

Children get off to a sound start in Reception where provision is satisfactory and fast improving. Induction procedures are good at whatever stage children join the school. The school has this year established good records of how different groups of pupils are attending and performing. These are being well used to set targets and measure progress. A key development which underpins much of the recent improvement is that assessment systems are now established and information from data is being used to plan the next stages of learning. There are some good models of how teachers can use this information in lessons to show pupils how to improve their work, for example in Years 2 and 6. However, this approach is not consistent across the school and, linked to weaknesses in some aspects of pace, challenge and marking, restricts the impact of teaching in some classes on pupils' progress rates. Pupils make a good contribution to the school and local community with a clear sense of responsibility. However, there are weaknesses in their appreciation of differing lifestyles, customs and faiths evident across the United Kingdom which are the result of a lack of planning for these aspects in the curriculum. The school has identified this, and the desire to develop opportunities for pupils to be creative as well as show independence is already a priority of its development plan.

About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning, making use of the good models which already exist in some classes by:
 - ensuring that assessment information is used consistently to set targets and measure progress
 - providing challenging work which is always well paced and well matched to pupils' differing ability levels
 - making sure that teachers' marking regularly shows pupils how they can improve their work.
- Build on the already satisfactory curriculum to give pupils more opportunities to be creative, show independence and take the initiative in their learning.
- Ensure that provision for community cohesion is effectively planned for and monitored so that pupils develop an appropriate knowledge and understanding of diversity within the United Kingdom.

Outcomes for individuals and groups of pupils

3

Children enter Reception with skills which overall are as expected at this age, but this varies widely depending on their experience and the time they have spent in the country. They make satisfactory progress and this continues throughout their time at the school. Evidence shows that this was not the case for more-able pupils or in terms of boys' writing in the three years up to 2010. Rapid improvements, which are the result of better teaching and more systematic use of assessment by senior leaders, have addressed this underachievement. In general, learning is satisfactory. However, there are examples when it is good. For example, pupils were enthralled in a Years 3 and 4 English lesson, enjoying the beauty of language and benefitting from the skill of the teacher's questioning. Attainment and progress in writing have been improved and are close to those in reading. Relative strengths in mathematics have been capitalised upon. A two-year trend of attainment, which is at least average, indicates pupils are being suitably prepared for the future. There are insufficient opportunities for pupils to work independently, for example in research and problem solving.

The large majority of pupils say they enjoy school and this is also the view of their parents and carers. Sustained above average attendance rates confirm this. Pupils' personal development is satisfactory overall but has a variety of good features. Pupils understand how to stay fit and healthy and this is confirmed by the school's Healthy School award. Unsurprisingly, extra-curricular sport activities are very popular. Pupils are keen to take responsibility as peer mentors and school councillors and the school enables them to make a good contribution to the local community. Most pupils get on well together and say they feel safe in school in terms of care and security. A small minority feel that the behaviour of some pupils can be worrying. Inspectors judge that these concerns are more historical than current, that behaviour is satisfactory overall and that the school handles behaviour appropriately. However, although the large majority of pupils behave well in and out of class a very small minority can and do cause low level disruption.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good guidance and support and good relationships help to ensure that pupils are well cared for. Pupils know who to turn to if they have problems. Strong links with medical agencies, speech therapists, educational psychologists and service personnel effectively support pupils' physical, personal and social as well as educational needs. Individual education plans for those with special educational needs and/or disabilities are good, prompting at least satisfactory learning and for extreme cases good progress.

The quality of teaching and learning is satisfactory. Target-setting for pupils, other than those with special educational needs and/or disabilities, is not so effective. Most pupils know their targets but, in a variety of classes, these are not used to the full to move learning on. Good practice was seen in a Years 5 and 6 literacy lesson where pupils' progress in writing was considerably enhanced. Pupils were skilfully shown how to predict outcomes in guided reading and put themselves in the place of characters to understand feelings and express emotions. The teacher's excellent questioning challenged pupils to debate learning objectives with their talking partners to see how to move their writing on to the next level through reference to personal targets. In the least successful lessons, pupils and staff pay too little attention to such targets and too often all pupils complete the same work.

The school has begun a review of the curriculum linked to redefining roles and responsibilities of staff as middle managers and ensuring that there are adequate good

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quality resources. Nevertheless, the curriculum fulfils requirements and does provide a vehicle for the use and development of basic skills. However, it lacks opportunities to develop pupils' research skills and in some classes is too teacher directed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's leadership is dynamic and infectious. Her ambition and vision are communicated very effectively to staff, governors and pupils and there is a buzz of 'we can do it!' that bodes well for the future. Senior managers say this has brought about distinct improvement. Good monitoring has already improved the quality of teaching which, despite still being a key area for development, shows positives in much better recording of pupils' performance and clear learning objectives lesson by lesson. The governing body are very supportive of the school and play a satisfactory part in accurately evaluating strengths and weaknesses. They have successfully ensured that safeguarding arrangements are robust and effective and that pupils and staff can feel secure when in school. Although, because of weaknesses in how more-able pupils have been provided for, equality of opportunity is judged satisfactory rather than good. Pupils are treated fairly and pupils of all backgrounds are welcomed into the school. There are no reported incidents of discrimination.

The school's contribution to community cohesion is satisfactory. Weakness in pupils' appreciation of differences in United Kingdom cultures is offset by good local involvement and a curriculum that is satisfactorily designed to enhance international understanding. Until very recently, a policy for community cohesion was not well established or monitored. The impact of provision has yet to be fully evaluated by governors or staff. Links with parents and carers make a satisfactory contribution to pupils' learning and a good contribution to their welfare. The school has appreciated that there are aspects of communication that have been less than effective. New procedures are planned, for example to improve newsletters, the school website, reports and arrangements for parents' and carers' evenings. Such planning is of good quality but, as yet, unproven. However, links with the church, other agencies, schools and the local authority are good and make a good contribution to the progress pupils make. For example, staff training for the use of assessment and providing gifted and talented pupils with more challenge are success stories.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children are well cared for and settle into school smoothly. Progress in personal, social and emotional development is good and children soon learn to take their turn and show consideration for others. Provision is satisfactorily led and managed and rapidly improving. Overall progress is sound. By the end of Reception attainment is broadly average with some strength in children's appreciation of number and concepts such as 'less than' and 'greater than'. These already form the basis of addition and subtraction. Communication skills are sound but early writing skills are less well developed. Learning in Reception is fun and children clearly enjoy learning through hands-on play activities. These are well orchestrated with staff interacting well with children to extend speaking and listening skills. Resources indoors are good but the outdoor area is unstimulating and this restricts its contribution to learning.

Recent developments to leadership and management have resulted in effective assessment and staff having an accurate view of children's starting points and progress. Teachers and assistants make a good team and newly established record keeping tracks individual children's involvement and success. This forms the basis of planning for the next steps in learning to ensure children get a balance of each of the six main areas of learning. This is being used successfully as a model to develop a more active and enjoyable curriculum for pupils in Years 1 and 2.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return to the Ofsted questionnaire was slightly above average. Most parents and carers expressed positive views. They are pleased that their children enjoy school and that they are kept safe. However, a small minority feel that communication has not been good enough and noted some concerns. The most common of these featured pupils' progress, behaviour, homework and the quality of teaching. Inspectors can reassure parents and carers that, although this has not always been the case, pupils are making satisfactory, and sometimes better, progress. While some aspects of teaching are still priorities for improvement, such as marking and developing the consistent use of homework, the quality has been recently improved through better planning and monitoring and is satisfactory. In some cases it is good. The inspection team looked carefully at behaviour and how it is managed. The large majority of pupils behave well for almost all the time. A very small minority of pupils can cause low-level disruption. As a result of improved procedures and a more consistent approach, such incidents are usually well managed. That progress rates are rapidly improving is a testament to the success of these initiatives. Parents and carers are pleased that their children enjoy school and that they are kept safe. A variety of written comments expressed confidence in the impact of the new leadership, citing a range of examples of improvements being made. The school is aware of concerns over communication and is actively seeking ways to address these.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	42	73	49	12	8	0	0
The school keeps my child safe	68	45	71	47	3	2	3	2
My school informs me about my child's progress	40	27	77	51	18	12	5	3
My child is making enough progress at this school	35	23	75	50	26	17	4	3
The teaching is good at this school	36	24	80	53	18	12	2	1
The school helps me to support my child's learning	36	24	91	61	14	9	3	2
The school helps my child to have a healthy lifestyle	46	31	96	64	3	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	25	80	53	12	8	0	0
The school meets my child's particular needs	35	23	86	57	19	13	4	3
The school deals effectively with unacceptable behaviour	23	15	75	50	28	19	15	10
The school takes account of my suggestions and concerns	33	22	88	59	15	10	2	1
The school is led and managed effectively	54	36	65	43	9	6	2	1
Overall, I am happy with my child's experience at this school	46	31	83	55	12	8	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 January 2011

Dear Pupils

Inspection of South Wonston Primary School, Winchester SO21 3EH

Thank you for your warm welcome and help during the inspection, especially those who spoke to inspectors about life at the school. What a treat the class assembly was! Well done and well done to the rest of you for listening so carefully! We found that the school gives you a satisfactory standard of education and, as many of you told us, it is improving fast.

Here are some of South Wonston's highlights.

- You know how to stay safe and keep healthy.
- Your attendance is better than in most primary schools.
- Staff take good care of you and are helping you to grow up as sensible young people.
- The school is well run. The headteacher, senior staff and governors know what is working well and are successfully making improvements where they are needed.
- You have a good range of clubs, activities and visits.
- Those of you who are new to the school, and in some cases the country, are well looked after.
- Pupils who find learning difficult are supported well.

In order to continue improvements we have asked the staff and governors to concentrate on some particular things:

- improving how well teachers set targets to make sure work is just right for you and how they mark your work to show you how you can do better
- making the work that you have to do even more interesting and giving you more chances to research and find things out for yourselves ♦
- giving you more opportunities to find out about life in different areas of the United Kingdom. ♦

You can help by continuing to work hard and behaving well at all times.

Yours sincerely

Mike Burghart

Lead Inspector

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