

Oare Church of England Primary School

Inspection report

Unique Reference Number	126346
Local Authority	Wiltshire
Inspection number	360058
Inspection dates	26–27 January 2011
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Dr Alex Mann
Headteacher	Caroline Lander
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspection team observed four teachers and visited eight lessons. They held meetings with members of the governing body, staff and pupils. Inspectors observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They also analysed questionnaires returned by 60 parents and carers, 7 staff and 42 pupils.

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

- The impact of the measures taken to raise pupils' attainment in mathematics and writing.
- How successfully staff use assessment information to meet the various learning needs of all pupils in the mixed-aged classes.
- The quality of the indoor and outdoor learning experiences for children in the Early Years Foundation Stage.
- The extent of pupils' knowledge and understanding of life for children in other parts of the United Kingdom and globally.

Information about the school

This is a four-class school in a rural area and it is much smaller than the average primary school. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is broadly average. Pupils are mainly of White British heritage. The proportion of pupils known to be eligible for free school meals is lower than average.

A new headteacher took up her post in April 2009.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils are exceptionally well cared for and are happy, work hard and achieve well. Pupils' consistently exemplary behaviour is a key factor in their successful learning and creates a very positive school ethos. One parent, speaking for many, comments, 'Children are encouraged to grow both academically and emotionally. As they move through the school they evolve into well educated and well rounded individuals because they are allowed to be children and learn to manage risks and make decisions in a very safe and caring environment.'

Reception children have a good start to their school life, although their outdoor learning area and the opportunities for them to select their own resources and activities are less good. Teaching throughout the school is nearly always good. Teaching assistants provide good support for pupils with special educational needs and/or disabilities. The headteacher has developed an effective way to track pupils' progress. Precise analysis of assessment information points teachers towards those pupils who need extra support. Pupils' attainment at the end of Year 6 is normally above average. It dipped slightly in writing and mathematics in 2010 due to a higher-than-usual number of pupils with special educational needs and/or disabilities who, although achieving well, did not reach national averages. The 10 pupils currently in Year 6 are on track to attain above average results in 2011 due to effective, individually-targeted support.

Pupils say they feel really safe and love school because, 'Children are exceptionally friendly and kind here and if you're feeling sad somebody always notices and cheers you up.' Positive relationships and careful planning for the mixed-age classes ensure that work is normally matched to the needs of individuals and groups. However, in a few lessons, the pace is too slow and pupils are kept for too long on the carpet listening to teachers talking without being sufficiently engaged or challenged in their learning.

The opportunities and activities on offer continue to be improved and enriched through a good curriculum with many interesting projects and visits. Pupils make a good contribution to school and local community life and have a good understanding of life for pupils in different locations in the United Kingdom and globally. Self-evaluation is accurate and clearly demonstrates the high expectations that are being set by the headteacher for future developments and pupils' achievements. Subject leaders and governors make a good contribution to school improvement and are instrumental in raising pupils' attainment and achievement. Staff morale is high and pupils' achievement and well-being lie at the heart of all the school does. Consequently, the school has correctly identified the key areas for improvement and demonstrates a good capacity to improve further.

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What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better by:
 - conducting all lessons at a lively pace
 - making sure pupils do not sit for too long listening to teachers talking
 - giving all groups of pupils sufficiently challenging and exciting and engaging work.
- Enhance the provision for Reception children by:
 - improving the outdoor environment so that children can investigate and explore in all the six areas of learning
 - ensuring that children have increased opportunities to select their own resources and activities.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those who have special educational needs and/or disabilities, achieve well and make good progress. They say they enjoy learning because 'teachers make our lessons fun and interesting and we like working hard for maths badges and house points'. Their good academic and personal skills, together with their above average attendance, prepare them well for later life and learning. Children enter the Early Years Foundation Stage with skills that are in line with those expected for their age. By the time pupils leave the school, their attainment is above average. Staff have worked very hard and successfully to raise pupils' achievement in mathematics and writing. In lessons, pupils show positive attitudes to learning and good levels of sustained concentration. Pupils work well together and are clearly involved and engaged in their learning. A strength in many lessons in Key Stage 2 is the way pupils support each other, for example as 'talk partners'. Staff work very hard with pupils who have specific, and sometimes quite complex, difficulties and barriers to their learning. These pupils, often amongst the most vulnerable in the school, learn successfully and make equally good progress.

All pupils say they feel very safe in school because, 'We have key pads on all the doors and gates are kept locked.' Older pupils attend good citizens days where they learn successfully to identify potential risks and how to keep safe in the wider society including how to avoid internet dangers. They are confident they can always ask for help and support if they need it. They comment that most pupils behave really well, although some feel that football games can occasionally lead to arguments. Pupils have a good awareness of the need for sleep, exercise, healthy food and drink, drug avoidance and good hygiene. They enjoy growing their own vegetables and eating their own produce at lunchtimes. School meals are highly nutritious and over 70 pupils have a hot school meal every day. Year 6 pupils enthusiastically lead daily 'Wake and Shake' sessions, selecting their own music and ensuring staff and pupils have a good workout to start the day. Pupils are proud of, and committed to, their school community. Many older pupils have a leadership role in the school as house captains and help with assemblies and lunchtimes. All pupils have a strong voice in decisions relating to their well-being and learning through the school and eco councils. Pupils are involved in many projects in conjunction with the local village. For example, pupils hold concerts at the village church to raise money for local

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projects and are getting involved with the parish council to discuss ways to alleviate parking difficulties. They say they love visiting a local farm to see lambs being born. Their spiritual, moral, social and cultural development is good and they think deeply about a wide range of issues. There are established links with schools in Armenia and Australia. Exciting plans are evolving to invite pupils from a London school to visit so they can experience country life through planting, harvesting and cooking produce from the school's recently acquired allotment.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers' planning is detailed and pupils are mostly clear about what they are learning and how well they have tackled and achieved tasks. Staff and pupils have considerable mutual trust and respect which creates an encouraging and supportive atmosphere in lessons so that pupils are confident to have a go at answering questions and attempting new learning. In an outstanding lesson in the Year 5/6 class the teacher displayed considerable expertise in assessing pupils' understanding of how to convert decimals into fractions. Swiftly realising that some pupils were finding this new learning quite hard, the teacher devised other methods and used additional resources to aid pupils' understanding. Pupils persevered and eventually began to understand this new concept. Pupils are increasingly involved in assessing and evaluating their own learning. Year 3 and 4 pupils demonstrated that they can make helpful, yet sensitive, suggestions when editing each

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other's writing. In a small number of lessons younger pupils are kept for too long on the carpet listening to teachers talking without being sufficiently engaged or challenged in their learning, which slows their progress.

A key feature of the good curriculum is the way it is usually planned carefully to meet the needs of the different ages and abilities within the classes. For example, good use is made of staff expertise to teach pupils in their own year groups. A wide range of visits, visitors and clubs considerably enrich pupils' learning experiences. During the inspection all pupils were enthralled by the surprise visit of a Roman gladiator called Gaius Aquila from Legion 14. There were loud gasps and exclamations from the pupils when two of the staff were dressed as a Celt and a Roman soldier! Key Stage 2 pupils were then subjected to gladiator training for the day as part of their work on invaders and settlers. The quality of care and guidance across the school is outstanding. Through strong links with other agencies, pupils, parents and carers receive targeted and helpful support. There are many examples of this having a very positive impact on pupils' welfare and achievement, including those who are encountering particularly anxious times in their lives. One parent commented that, 'Staff foster an inclusive and nurturing culture amongst its children which enables differences to be accepted and strengths recognised. I feel that my child is a happy confident child and accepted as one of the gang in the heart of the school community.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Through good leadership the headteacher has successfully embedded high ambition. Despite having a considerable teaching commitment, she has improved many areas of the school's work and has introduced successful initiatives, such as individual pupil targets and specific teaching to address any misconceptions in numeracy. Consequently, all staff and the governing body have been clear sighted about what have needed to be the main priorities and strategies in guiding the school forward. Staff work together well as an effective and ambitious team and are all committed to school improvement and ensuring all their pupils have a good primary education. There is close attention to promoting equality of opportunity and tackling discrimination enabling all pupils to achieve well, whatever their circumstances or difficulties, and breaking down any barriers that might hinder their learning. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and effective support is put in place. The provision for pupils with special educational needs and/or disabilities is led and managed effectively and consequently achievement for these pupils is good. The headteacher and staff have worked hard to build strong partnerships and trust with

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parents and carers and this is reflected in the exceptionally high rate of parental questionnaire returns.

The governing body provides effective leadership and good challenge to the school. There are good policies, strategies and procedures to ensure the welfare of all pupils. Safeguarding policies and risk assessments are of a good quality and are constantly reviewed to ensure pupils' safety at all times. Community cohesion has been promoted effectively at all levels. This is reflected in the school's inclusive ethos. Visitors are made to feel very welcome and pupils show very good tolerance and understanding of each other's differences.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into school because they receive good care. They enter Reception with a range of skills and abilities and some have a lower level of language and mathematical skills. Children do well in learning to read and write because of skilful teaching. Staff make learning fun and enjoyable, and really challenge children to think and work together well. Consequently, all children make good progress and most attain the expected levels on entry to Year 1. More able children attain above the expected levels. The outdoor learning area is used by staff and children for activities such as hunting for shapes, but it does not provide sufficient experiences for children to explore and investigate in all the areas of learning. The PTA has successfully raised 9,000 which is earmarked for much needed improvements to the outdoor area, including a canopy so children can learn outdoors in all weather. Reception staff work as an effective team and have a suitable knowledge and understanding of the personal and learning needs of young children. However, occasionally children's learning is over directed by the adults which means that they have insufficient chances to select their own resources and activities so

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they can become increasingly independent. A good partnership is quickly formed with parents and carers who appreciate the hard work and dedication of the Reception staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Virtually all of the families at the school responded to the questionnaire, which is an exceptionally high number. Parents and carers expressed high levels of satisfaction with many aspects of the school. All parents and carers feel that their children enjoy school, are kept safe, that teaching is good and that they are helped to support their children's learning. They also all believe that the school helps all pupils to lead a healthy lifestyle, that their children are well prepared for future learning and that they are happy with their children's experience at this school. Inspectors agree with parents' and carers' positive views. Seven parents felt that the school did not inform them about their child's progress. Inspectors looked closely at this and felt that the school provides sufficient information to parents. A small number of parents and carers raised other concerns which were summarised and raised with the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oare Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	68	19	32	0	0	0	0
The school keeps my child safe	47	78	13	22	0	0	0	0
My school informs me about my child's progress	23	38	30	50	7	12	0	0
My child is making enough progress at this school	31	52	24	40	5	8	0	0
The teaching is good at this school	42	70	14	23	0	0	0	0
The school helps me to support my child's learning	29	48	29	48	0	0	0	0
The school helps my child to have a healthy lifestyle	41	68	19	32	0	0	0	0
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)	39	65	18	30	0	0	0	0
The school meets my child's particular needs	31	52	23	38	3	5	0	0
The school deals effectively with unacceptable behaviour	34	57	23	38	3	5	0	0
The school takes account of my suggestions and concerns	34	57	21	35	3	5	0	0
The school is led and managed effectively	40	67	14	23	5	8	0	0
Overall, I am happy with my child's experience at this school	39	65	19	32	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



28 January 2011

Dear Pupils

Inspection of Oare Church of England Primary School, Marlborough SN8 4JL

We really enjoyed visiting you and I am writing to thank you for the two days we spent at your school. We think you go to a good school. These are the things we found out.

- You make good progress in your learning.
- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are usually fun and interesting.
- Your headteacher is a good leader.
- You are very well cared for in school and you are brilliant at keeping yourselves safe.
- You enjoy exciting activities such as a visit from a Roman soldier.
- You are helped to keep fit and eat healthily.

We have asked the school to do two things to be even better.

- Make sure you always have good lessons.
- Make the outdoor area for Reception children more exciting and provide more opportunities for them to select their own resources and activities.

All of you can help by always being kind, attending school regularly and keeping up your excellent standard of behaviour.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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