

# Southwick Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126359
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360064
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Hazel Callaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol McCaw
<b>Headteacher</b>	Julia Bird
<b>Date of previous school inspection</b>	14 November 2007
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons and several other sessions were observed taught by six teachers, and meetings were held with staff, pupils and representatives of the governing body. The inspection team reviewed many aspects of the school's work. It looked in detail at the following: reports written about the school; the school's policies and procedures, particularly for safeguarding; the school development plan; the governing body minutes; and the school records of pupils' attainment and progress. The questionnaires completed by pupils and staff were scrutinised along with 67 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How teaching and the curriculum are ensuring pupils make good progress, especially the more-able pupils, boys in writing and girls in mathematics.
- The school's effectiveness in breaking down the barriers to learning for vulnerable pupils and those with emotional and behavioural problems so they are able to make good progress.
- The strength of the school's work in promoting pupils' spiritual, moral, social and cultural development. The strength of the school's work in promoting pupils' spiritual, moral, social and cultural development.

## Information about the school

Southwick Church of England Primary is a smaller-than-average school. The vast majority of its pupils are from White British backgrounds and only a very small proportion is learning English as an additional language. The school has a smaller proportion of pupils with special educational needs and/or disabilities than is found nationally but more pupils enter or leave the school after the Reception Year than is normally found. The school has been successful in gaining a number of awards. Of particular note are the full International Schools Award, the Silver Artsmark, Activemark and the Silver Eco-Schools award. The school was also awarded the Bristol Standard for Early Years. A privately run pre-school group is situated in the school grounds.

**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

Southwick Church of England Primary is a good school. Its outstanding provision for pupils' care, support and guidance underpins all of the school's work and enables pupils to make good progress in their academic and personal development. These strengths are recognised by many parents and carers. One wrote, 'Southwick is everything you could want for your child's primary education. Great staff and community.'

Pupils achieve well through the school to attain standards that are above average in English and mathematics. Good progress has been made throughout the school in the teaching of writing and this has had a significant impact on raising pupils' attainment and progress. Teaching is also good in mathematics but not as secure as that in English and, although attainment is above average, it is not as consistent as in both reading and writing. Good teaching, however, has closed the gap between the attainment of boys and girls so that they now make good progress in both subjects. The positive focus on developing pupils' writing skills has been successful and the school is now focusing on further improving the teaching of mathematics. The pace of learning is not always as brisk as it should be in mathematics lessons and activities do not always challenge pupils as well as they could.

A rich and stimulating curriculum that contains a good range of activities which promote pupils' personal development is also influential in pupils' good progress. They enjoy school, find their activities interesting and they are keen to do well. Pupils' behaviour is good and the rare instances where a few pupils become distracted are very well managed. Pupils also show high levels of concentration and perseverance in their activities. These good attitudes to learning start in the Reception class and permeate all classes so learning is good. Excellent collaborative partnerships with local schools and those further afield in Bristol and in Zambia extend pupils' learning opportunities and stimulate their interest of the world around them. They use their knowledge and skills well, attend regularly and work together very effectively. As a result, pupils are well prepared for their next stages of education.

Good progress has been made since the previous inspection in many areas of the school's work. Partnership with parents and carers and the provision for pupils' safety are now outstanding and pupils have an excellent understanding of how to keep themselves safe. The strong caring ethos of the school and positive relationships and successful focus on pupils' personal development have resulted in pupils' excellent spiritual, moral, social and cultural development. Pupils show respect and empathy for others. Their contribution to the school, to the local community and to worldwide charities is outstanding.

The headteacher very successfully leads a strong, stable staff who work extremely well together to secure pupils' good academic progress and well-being. There are comprehensive mechanisms for monitoring and evaluating the work of the school that

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have led to accurate understanding of the school's strengths and weaknesses. School leaders are well supported by an effective governing body and, together, they share the good capacity for sustained improvement.

## **What does the school need to do to improve further?**

- Raise the pupils' attainment and progress in mathematics to be in line with that in English by:
  - sharing good practice more effectively
  - ensuring learning moves along at a brisk pace
  - ensuring that learning activities challenge pupils of all abilities.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils achieve well because they enjoy their activities, the teaching is good and they want to do well. They enter Year 1 with attainment that is similar to that expected for their age, except in their early reading and writing skills, which remain below average. Very good links between the Reception class and Year 1 ensure pupils settle quickly to their learning and good progress is then evident in all classes through to the end of Year 6. Pupils listen attentively to their teachers and respond well to challenges. Pupils in the Year 4/5 class, for example, enthusiastically explored exciting ways to start a sentence so that a sense of drama was created.

Pupils enjoy working together and they do so effectively. This was seen clearly in the Year 5/6 class when they were developing an animated film about building Stonehenge. They worked extremely well as a team, negotiating how they would share out the tasks and cooperating so that the tasks were completed well. They were very proud of their short animations and got great pleasure from sharing them with others. Pupils respond well to the opportunity to investigate questions in mathematics. Pupils in both the Year 2 class and those in the Year 4/5 class, for example, used a range of apparatus very sensibly to help them investigate their different tasks. Pupils have the confidence to explore new ideas successfully because they feel secure in school. Pupils get on well with each other and even the girls, who used to be less confident in mathematics, will now offer their ideas and answers. Pupils with special educational needs and/or disabilities achieve well to attain levels that are often above their peers nationally. The school has successfully been focusing on ensuring more-able pupils achieve well with the result that more are reaching higher levels of attainment.

All aspects of pupils' personal development and well-being are at least good. Some aspects, such as the ability to identify potentially unsafe situations and to apply strategies to keep themselves safe, are extremely well developed. They enthusiastically take opportunities to take responsibilities in the school, as Year 6 buddies for children in the Reception class, or as school councillors, for example. Pupils respond well to opportunities to work in the community and want to know about the things that affect them. For example, pupils in Year 6 wrote to Mr Gove, the Secretary of State for Education, about changes in the national tests. They are keenly aware of the difficulties of those less well-off than themselves and raise money for many local and international charities. They were particularly enthusiastic in wanting to tell inspectors about their links with a school in Zambia and are proud that their headteacher spent three months working with schools in

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West Africa. The school's very active links with these schools resulted in their gaining the International Award.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

The curriculum provides pupils with a broad and relevant range of activities which they enjoy and that stimulates their desire to know more. Pupils' new learning often starts with first-hand activities that extend their knowledge, skills and experiences. Teachers use pupils' interests to motivate them and plan activities that build effectively on what they know and can do, so their learning progresses well. Pupils say they know how well they are doing and that they understand how to improve because the teachers are 'good at teaching us'. Pupils respond well to the teachers' comments in their books and clearly understand what the next steps will be to make their work better, especially in writing.

There are a good number of experienced and well-trained teaching assistants through the school who work well with pupils of all abilities. The progress of pupils who speak English as an additional language and those with special educational needs and/or disabilities is good because their activities are well matched to their learning needs.

A particular strength of the curriculum is the many useful strategies pupils are given to help them understand the importance of developing a healthy lifestyle, not just through healthy eating and exercise, which the pupils understand well, but also the importance of

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mental health. Pupils understand simple strategies to help them become more resilient, for example, and how to control their temper if they get upset. This results in them feeling confident in their own abilities and able to develop positive relationships. The many levels of good care, support and guidance provided by staff to pupils, and often to their families, means that pupils respond in kind and they flourish in the school's happy and harmonious community.

Pupils' personal development needs are comprehensively assessed and purposeful activities are provided that help them to develop the attributes that will support them both in learning and in life. The excellent work of the parent support adviser is instrumental in forging strong relationships with families that are often hard to reach. The many collaborative partnerships the school has developed with outside agencies are also fundamental in gaining help for those pupils and families that need additional support.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides clear and resolute leadership that continues to drive the school forward. She has created a strong team of staff who provide consistently good leadership and management in their areas of responsibility. The staff are well supported by the effective governing body who monitor the work of the school and provide the challenge to spur staff on to further successes. They have been proactive in developing many aspects of the school such as working with the school cook to develop more interesting healthy menus. The governing body was also instrumental in helping the privately run pre-school to move onto the school site. The governing body and staff are very effective in ensuring that safeguarding procedures are of an excellent quality and are carried out rigorously. All statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. The site is very secure and any concerns are explored thoroughly and addressed.

The school's provision for community cohesion is good at all levels. Staff know the pupils and their families well and monitor all groups to ensure that all make similar good progress as the others. Staff are active and effective in tackling discrimination and promote equality of opportunity. Strong relationships are built with all parents and carers, including those that are hard to reach. The excellent partnerships with the local community and the regular opportunities to meet and communicate with staff and pupils of local schools, and those further afield, mean that pupils are gaining a good understanding of the diversity of people's backgrounds, religions and cultures.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Reception class with a range of skills and knowledge that is often below that expected for their age; their language skills are often well below. Children settle well into the school because of good links with the pre-school on site and local nurseries. Under the sensitive care of the staff, they are soon confidently accessing the wide range of resources and enjoying their learning. Children make good progress in all areas of their development to reach the standards expected for their age in most aspects of learning. Despite the good teaching and children's good progress, their language skills remain below that expected for their age by the time they begin Key Stage 1.

Teaching is good and both the class teacher and the teaching assistants are skilful in asking questions that probe children's understanding and extend their thinking. They are effective in engaging children's interest in their activities and they respond well. In one session observed during the inspection, the children were delighting in counting the parcels in their fairy visitor's sack and correctly making them up to five. The role-play area was a great success and children delighted in getting ready for Christmas, making their lists of presents, making gifts for each other and pretending to be Father Christmas on Christmas morning. Activities are extended into the secure outside area and children are encouraged to experiment and explore. The teacher evaluates the provision well in the Reception class and her research into the ways children learn effectively has led to the school gaining the Bristol Standard For Early Years provision. She has correctly identified the aspects of the provision that can be improved and works well with staff to put them into action.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Almost half of the parents and carers of children in the school returned the inspection questionnaire, which is above that typically seen in primary schools. The vast majority of the responses were very positive and parents and carers commented particularly on the friendly and caring staff, the good teaching and how their children were very happy at school and made good progress. A few parents and carers were concerned that pupils' behaviour is not managed as well as it should be. There are a small number of pupils in the school who have personal and behavioural difficulties, and this sometimes interrupts their learning and occasionally that of a few other pupils. However, this is usually very well managed by the staff and short-lived. Pupils say they are confident that teachers 'sort things out if you tell them' and feel it is not of concern. Inspection evidence endorses that behaviour is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the Southwick 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	67	21	31	0	0	0	0
The school keeps my child safe	37	55	28	42	0	0	0	0
My school informs me about my child's progress	32	48	34	51	1	1	0	0
My child is making enough progress at this school	27	40	37	55	2	3	0	0
The teaching is good at this school	41	61	26	39	0	0	0	0
The school helps me to support my child's learning	42	63	23	34	1	1	0	0
The school helps my child to have a healthy lifestyle	33	49	32	48	1	1	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)	33	49	32	48	0	0	0	0
The school meets my child's particular needs	33	49	31	46	2	3	0	0
The school deals effectively with unacceptable behaviour	28	42	27	40	8	12	0	0
The school takes account of my suggestions and concerns	24	36	36	54	3	4	0	0
The school is led and managed effectively	24	36	40	60	2	3	0	0
Overall, I am happy with my child's experience at this school	38	57	27	40	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 December 2010

Dear Pupils

**Inspection of Southwick Church of England Primary, Southwick BA14 9PH**

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out:

you get a good start to your schooling in the Reception class

you make good progress to reach standards that are above those of children of your age, particularly in English

you want to do well and enjoy your work

you have an extremely strong sense of how to keep safe and you really enjoy getting to know about other people, both locally and around the world

you are extremely polite, friendly and helpful

you enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world

you are taught well and all your teachers work hard to make sure that your lessons are interesting

the school is led well and everyone works together as a strong team

the staff look after you extremely well so you feel safe and happy.

Even though Southwick Primary is a good school, there is something we have asked your headteacher and staff to do to make it even better. That is, to help you make the same good progress in mathematics as you do in English so your work improves.

Thank you again for making our visit so enjoyable and remember, all of you can do your bit by continuing to work hard and to help each other.

Yours sincerely

Hazel Callaghan

Lead inspector

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