

Hullavington CofE Primary School

Inspection report

Unique Reference Number	126330
Local Authority	Wiltshire
Inspection number	360052
Inspection dates	3–4 March 2011
Reporting inspector	Stephen Lake

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	120
Appropriate authority	The governing body
Chair	Mike Thompson
Headteacher	Susan Tudge
Date of previous school inspection	27 March 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons and observed four teachers. Meetings were held with teachers, teaching assistants, members of the governing body and pupils. Some parents were also spoken to. Inspectors observed the school's work, and looked at many documents including the most recent school development plan, records on pupils' performance, minutes of the governing body meetings and reports from the School Improvement Partner. Inspectors analysed questionnaires from pupils, staff and 79 parents and carers.

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 large number of pupils who join and leave the school other than at the usual times throughout their school career.
- The provision for more able pupils, especially at Key Stage 2, to determine whether teaching is sufficiently challenging.
- The provision for communication, language and literacy in the Early Years Foundation Stage, especially for those at an early stage of learning English as an additional language.
- The impact of the reorganised leadership team on attainment and progress.

Information about the school

This is a smaller-than-average sized primary school serving the village and the nearby army barracks. Children in the Early Years Foundation Stage are taught alongside some pupils from Year 1. The proportion of pupils who leave and enter the school other than at the normal time is extremely high. Many stay in the school for less than two years because of army postings. The majority of pupils are of White British heritage but the proportion of pupils from other ethnic groups is very high. A high proportion of these pupils speak English as an additional language, many of whom are at an early stage of acquiring English as an additional language. The proportion of pupils known to be eligible for free school meals is well-below average. The proportion of pupils with special educational needs and/or disabilities is average. The majority of these have moderate learning difficulties. No pupils have a statement of special educational needs. The school holds the International School award. A new headteacher has been in post for just under a year. Other members of the leadership team took up their roles in September 2010 and two teachers are new in post since September 2010. There is a privately run pre-school provision on site which was not inspected as part of this inspection.

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 is a satisfactory school. Its real strengths lie in the high quality care, guidance and support that ensure a secure, welcoming environment in which pupils feel safe. Children get a good start to school in the Early Years Foundation Stage. Community cohesion is strong and the many different groups represented in the school work together harmoniously. As one member of staff expressed it, 'It's like having a second family.' Pupils behave well and have a good understanding of how to stay safe and keep fit and healthy. Safeguarding arrangements are good. Strong partnerships with external agencies provide valuable additional support for vulnerable pupils and the very large number of pupils who move into and out of the school other than at the normal time. Parents are kept very well informed and closely involved in their children's learning. Pupils' spiritual, moral, social and cultural development is good. The good curriculum provides stimulating experiences for pupils and contributes well to the effective arrangements for promoting pupils' good personal development.

Pupils' achievement is satisfactory and improving. A temporary fall in attainment and progress has been reversed through effective action by the revised leadership team. Attainment in English and mathematics is rising again although attainment remains average by the end of Year 6. Progress is satisfactory and improving. Teaching is satisfactory, and sometimes good, but the proportion of good teaching is not high enough to improve progress to good and raise attainment further. Information on how well pupils are doing is used to plan work that provides a satisfactory challenge to most pupils, but on occasions work planned does not always challenge pupils, of all abilities, well enough.

A significant number of changes to leadership and management have occurred and the revised team is now settling into its roles and starting to have an impact upon school improvement. School self-evaluation is generally accurate and the governing body is well involved in the process. The information gained is used to set out well-targeted action in the school development plan. Nevertheless, the analysis of data on pupils' performance is not detailed enough to cope with the very complex nature of this school and the constantly changing groups of pupils. New systems to address this issue are in place but not fully embedded. The strengths of the previous inspection have been maintained and action is already in place to address areas for improvement noted in this report. This indicates a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged 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?

- Increase the proportion of good or better teaching and learning by April 2012 in order to improve pupils' achievement to good by:
 - improving the way assessment information is used to plan lessons that challenge all pupils to achieve of their best
 - ensuring that the pace of learning in all lessons matches that of the best seen in the school
 - improving the consistency of marking to include more comments that show pupils how they can move on to the next stage in their learning.
- Embed the use of the revised systems for analysing data on pupils' attainment and progress by September 2011 to:
 - provide governors and senior leaders with a more sophisticated analysis that compares the performance of different groups and cohorts with the results of national assessments more rigorously so they can monitor attainment more closely.

Outcomes for individuals and groups of pupils

3

Pupils thoroughly enjoy school and are keen to learn because of the stimulating and motivating activities provided for them. Children start school with a level of skills similar to those normally expected for their age. The very high turnover of pupils means that in some years very few of those who started in the school at Reception are present for the national assessments at Year 6. Teachers are very aware of the needs of this group and of other groups, including those who speak English as an additional language and those with special educational needs and/or disabilities. High quality support from talented teaching assistants enables all these pupils to be fully included in lessons. Analysis of the school's own data and examination of pupils' books show that all groups of pupils make satisfactory progress during their time in this school. The school's focus upon improving pupils' writing skills is starting to prove effective and raise achievement in English.

In a well-planned lesson observed pupils were encouraged to develop their language skills by sharing with 'talk partners' before writing. The initial focus on speaking skills gave pupils confidence to write more complex descriptions and ensured effective learning. In a good mathematics lesson pupils' understanding of coordinates was developed well by good opportunities to practise and understand the mathematical vocabulary for this activity. Due to good lessons such as these, the current Year 6 pupils are on track to attain above average standards in mathematics. High quality art work was observed celebrating the styles of different nationalities in the school.

This is a harmonious community in which pupils demonstrate respect for themselves and others and clearly know right from wrong. Pupils are polite, friendly and confident. They say there is little bullying but they trust adults to deal with this matter effectively, should any occur. Pupils make a good contribution to the school community. They undertake roles such as school council representatives or 'buddies' to support pupils new to the school. Pupils lead active lives, as shown by the very high take up of the many opportunities for sport and have a good understanding of healthy eating. The International School award recognises pupils' strong understanding of other cultures and

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ways of life. Pupils' sound literacy, numeracy and information and communication technology (ICT) skills help prepare them satisfactorily for their future lives.

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	2
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	3
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 know the pupils well and know that in any one lesson pupils can have had very different experiences. The well-organised and imaginative curriculum meets the needs of the many different groups of pupils well. Visits to places of interest and visitors to the school, such as the group from the linked French school, enrich the curriculum and stimulate learning. Activities such as residential visits and the many opportunities for after-school clubs, including for sport, contribute well to pupils' personal development. Most teachers plan lessons to stimulate and motivate pupils often making good use of ICT. More-able pupils are given suitably challenging learning targets and gain additional support through the effective partnerships with other local schools.

In the best lessons, assessment information on what pupils know and understand is used well to plan activities that challenge pupils but this practice is inconsistent. Pupils' books show that at times they spend too long reinforcing learning rather than moving on to a more challenging task. Many teachers are good at asking questions that extend pupils' understanding. One teacher uses an effective system to ensure all pupils are questioned. Small sticks, each with a child's name on it, are chosen and as each child is asked a question the stick is placed into a jar. This simple system engages all pupils and enables

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the teacher to adjust the task to match pupils' understanding. Nevertheless, in too many lessons teachers spend too long checking that all have understood the task and do not always extend the challenge enough. This slows the pace of learning. Marking does not always make it clear what pupils need to do to improve.

Pastoral care is extremely strong. The school works very effectively to meet the many needs of the ever-changing groups of pupils from service families and others facing challenging circumstances. High quality systems are in place to deal with any concerns that pupils may have. A dedicated teaching assistant helps pupils joining the school other than at the usual time and links them with a 'buddy' for support. Strong and detailed procedures for each child are well known to all staff. Vulnerable pupils and those with additional needs are supported very well through the school links with outside agencies including relevant staff at the nearby barracks. Regular information evenings keep parents and carers closely involved in supporting their children's learning. Sessions to help parents and carers support their children's reading at home are arranged for those whose first language is not English.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The revised leadership team is empowering teachers and developing the role of subject leaders in monitoring and evaluating the quality of teaching and learning. The impact of this action is now starting to be seen in the enthusiasm of staff to improve the quality of learning. The concerted action taken to promote equality of opportunity and ensure that no pupil is discriminated against contributes well to the similar progress made by all pupils. The performance of different groups is monitored effectively and regularly at individual and class level. An ICT-based system of recording data is in place to track pupils' attainment and progress. Nevertheless, senior leaders and governors are aware that data are not used in a sophisticated enough way to monitor the performance of different cohorts and compare school performance against the results of national assessments.

Community cohesion in the school and local community is strong and pupils have good experiences of other countries and cultures. Pupils relate well to each other and all ethnic groups are well integrated into school life. The school conducts thorough audits on the ethnicity, faith and socio-economic background of its pupils. This information is used well to develop good strategies for promoting community cohesion and the impact of these is monitored regularly.

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The strong governing body supports the school well and monitors its work regularly. It has a clear view of the strategic direction that the school should take and contributes well to the school development plan. Safeguarding is a very high priority and governors have been recruited with specific expertise in this area. Governors undertake regular training in safeguarding and the governing body takes effective steps to ensure the safety of pupils. The school has positive relationships with parents and carers including hard-to-reach groups. Regular newsletters and surveys seek their views and help to inform school decisions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3

Early Years Foundation Stage

Good routines and strong links with parents and carers help children new to the school to feel secure and cared for when they start their education. Strong links with local pre-schools ensures a smooth transition. The good teamwork between teacher and teaching assistant ensures that the welfare needs of the children are met well.

The Early Years Foundation Stage is led and managed well. The expertise and skill of the adults and effective systems for checking on children's progress ensure that all individuals achieve well. Children start Year 1 well prepared for learning and with above average standards in many areas. Those children who speak English as an additional language are supported well and given many good opportunities to develop their language skills through role play and discussions with adults. Nevertheless, although they make good progress, attainment in communication, language and literacy is slightly lower than in other areas of learning due to their lower starting points.

Children have many opportunities to learn through purposeful play and this is balanced well against direct teaching. A high quality outdoor area is used effectively to provide a broad range of learning opportunities. Children grow in confidence and build securely on

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their previous experience because the stimulating curriculum provides a good degree of challenge. Whole-class activities are planned well to enable more-able children to join in with Year 1 activities when they are ready, but, occasionally, some of the most able are not challenged effectively enough.

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

A high percentage of parents and carers completed questionnaires. Parents and carers are overwhelming positive about the school and many chose to add written comments. Typical of these is: 'This is a fantastic school in which my child is thriving, loving school and learning.'

There were no areas in which a significant number of parents and carers expressed concern although a very small minority were concerned about behaviour, including bullying, and progress. Inspection evidence shows behaviour is good and pupils trust the school to deal with any bullying that might occur. It also shows progress to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hullavington 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	72	21	27	0	0	0	0
The school keeps my child safe	65	82	14	18	0	0	0	0
My school informs me about my child's progress	44	56	32	41	1	1	0	0
My child is making enough progress at this school	47	59	29	37	2	3	0	0
The teaching is good at this school	58	73	21	27	0	0	0	0
The school helps me to support my child's learning	50	63	29	37	0	0	0	0
The school helps my child to have a healthy lifestyle	37	47	41	52	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)	43	54	28	35	1	1	0	0
The school meets my child's particular needs	45	57	33	42	1	1	0	0
The school deals effectively with unacceptable behaviour	44	56	33	42	2	3	0	0
The school takes account of my suggestions and concerns	44	56	34	43	1	1	0	0
The school is led and managed effectively	61	77	18	23	0	0	0	0
Overall, I am happy with my child's experience at this school	62	78	16	20	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	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.



5 March 2011

Dear Pupils

**Inspection of Hullavington Church of England Primary School, Chippenham
SN14 6EF**

Thank you for making us welcome when we visited your school. We were impressed with your polite manners and enjoyed talking with you.

Yours is a satisfactory school that is improving. You attain levels similar to those reached in most schools and make satisfactory progress in your learning. Here are some of the other things we found out about your school.

- The school looks after you extremely well. It is particularly good at making sure you stay safe and in supporting both you and your parents when you have difficulties.
- You make a good contribution to school life through the responsibilities you take on, such as on the school council or helping to look after others when they join the school. You behave well overall; please keep this up.
- You have good social skills and learn a lot about other cultures, which means you know how to get on with other people and respect their differences.
- The school provides a lot of activities to make your learning interesting.

In order to help the school continue to improve, this is what we have asked the headteacher and governors to do.

- Improve the amount of good teaching so that you all learn better. To do this, teachers will be using the information that they have on you to plan work that challenges all of you more. You can help by telling your teacher if you find any work too easy or too hard. Teachers will be making sure that you have the right amount of work to do and checking that you work fast enough.
- Use the information they have on how well you are doing to compare your school against all schools more effectively.

Yours sincerely

Stephen Lake

Lead inspector

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