

Heddington Church of England Primary School

Inspection report

Unique Reference Number	126327
Local Authority	Wiltshire
Inspection number	360050
Inspection dates	8–9 March 2011
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mark Cawley
Headteacher	Tracey Dunn
Date of previous school inspection	30 January 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons and observed three teachers. There were meetings with governors, staff and some pupils from Years 4, 5 and 6. The inspector observed the school's work, and looked at samples of pupils' work in English and mathematics as well as curriculum planning, assessment and tracking information for each year group and the school's procedures for ensuring pupils' safety. The inspector also considered 24 questionnaires that were received from parents and carers as well as those returned by staff and pupils.

The inspector reviewed many aspects of the school's work, looking in detail at a number of key areas.

- The progress being made in English, particularly in writing, and by higher-attaining pupils.
- The quality of support for pupils with diverse special educational needs and/or disabilities and how this enables them to make progress.
- The extent to which the curriculum reflects pupils' differing ages, abilities and interests within each class, and develops their basic skills across a range of subjects.
- The quality of provision for children in the Early Years Foundation Stage within a Reception, Years 1 and 2 class.

Information about the school

Heddington is very small when compared to other primary schools. The very large majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average and these relate to a wide spectrum of needs but mainly to moderate learning or emotional difficulties. No pupils are at an early stage of learning English. The school has achieved a number of nationally recognised awards including the Healthy Schools award, Bronze Eco award and Investors in Families. The children in the Early Years Foundation Stage are accommodated in a mixed-age class with Years 1 and 2. There is a pre-school on site but this is run independently and is therefore not 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?

2

The school's capacity for sustained improvement

2

Main findings

Heddington provides a good education for its pupils, which fully reflects its Christian ethos and enables them to make good progress in both their academic and personal development. There are a number of outstanding features. These include the quality of care, support and guidance provided, pupils' behaviour and their spiritual, moral, social and cultural development. Adults ensure that the pupils feel extremely safe and the needs of each individual pupil are met. Parents and carers are delighted with the support provided and one parent summed up the views of many by saying, 'My child is always happy to go to school. It is a small, friendly caring environment.'

The school's success stems from the strong leadership of the headteacher. She is passionate about the school and is an excellent role model for the rest of the staff. She does not ask anything of them that she is not willing to do herself. She has very high expectations of what the pupils can achieve and, through her creative thinking, constantly strives to make the provision even stronger. Staff, governors, pupils and parents and carers all endeavour to live up to the school's motto of 'sowing excellence, harvesting enjoyment'.

Pupils make good progress. Rigorous monitoring of how well pupils are doing allows the school to identify any concerns before they become problems. Last year pupils were not performing as well as they should in science. Through careful checking, staff discovered that vital elements of the curriculum were not being taught rigorously or often enough. By introducing specifically science-based topics into the creative curriculum this problem was resolved. As a consequence, underachievement has been eradicated and pupils work with greater enjoyment and confidence. Their enjoyment of school is evident in their high attendance rates.

A school-wide drive to improve basic skills in mathematics has proved to be successful and pupils' attainment has risen. Nevertheless, pupils do not have enough opportunities to develop these skills further through problem-solving or investigative activities. An initiative to improve writing has led to pupils writing with greater clarity and using a wide range of vocabulary and imagery. Teaching is consistently good and the curriculum exciting and innovative. The varied topics reflect well pupils' interests and needs. As a result, pupils really enjoy their learning. However, specific opportunities have not been identified within all themes and topics where pupils can practise their writing skills in order to improve these further. Partnership working is excellent; the school uses its established links within the community extremely well to provide additional expertise. For example, a teacher and sixth formers from the local community college are helping the whole school to design and make go-karts as part of its current 'Pole Position' topic.

Pupils have very positive attitudes. They tackle tasks enthusiastically and take a pride in their work. Pupils have an excellent understanding of what a healthy lifestyle entails. They

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respond enthusiastically to the many and varied opportunities the curriculum provides for sport and exercise. Lunch boxes contain nourishing, healthy food and pupils understand the need for feeling good about themselves, fully justifying their Healthy Schools award.

The school's self-evaluation is accurate. It shows a good understanding of its strengths and weaknesses. Monitoring of teaching and learning is rigorous and ensures that priorities identified in the school's development plan are the right ones. Actions taken to improve writing and mathematics have had a significant impact on the progress pupils are making. These factors demonstrate that the school has a good capacity to secure and sustain further improvement.

What does the school need to do to improve further?

- Improve achievement in mathematics by ensuring pupils have more opportunities to apply the knowledge and skills they are gaining in numeracy to solve problems and carry out investigations.
- Ensure that all opportunities for extended writing are identified within themes and topics being pursued.

Outcomes for individuals and groups of pupils

2

Pupils achieve well because they enjoy their learning. They tackle tasks presented to them with great enthusiasm. In the Key Stage 2 class, pupils were investigating symmetry. Because tasks were extremely well matched to pupils' abilities all were fully engaged and absorbed in their learning and made good progress. The least experienced group were using mirrors to find reflective symmetry in simple shapes and drawing them. Those with some knowledge and understanding were investigating a range of irregular and complicated shapes to find out where lines of symmetry were, if there were any! The more-able pupils were busy translating and reflecting a range of extremely complicated and complex shapes, and rising to the challenge well. Pupils really enjoyed this practical and interesting activity, but do not have enough opportunities to pursue investigations and solve problems, especially those involving basic numeracy skills.

Attainment is broadly average in English, mathematics and science and pupils make good progress from their starting points on entry. Because tasks are so well matched to pupils' ability they succeed and achieve well. This includes those pupils with special educational needs and/or disabilities. They make good progress because of the good support they receive. One pupil was having difficulties with a mathematics problem. The teaching assistant asked carefully stepped questions that successfully steered the pupil through the problem to the correct solution. Higher-attaining pupils also make good progress, particularly in writing, because teachers ensure tasks are appropriately challenging.

Pupils respond well to responsibility, and eco-warriors enthusiastically take on jobs such as energy savers or composters. They are proud of their eco-award and have ambitions to gain the coveted Green Flag. The school's sponsorship of a child in Bangladesh helps effectively develop pupils' awareness of global issues and other cultures. Pupils have a very strong sense of right and wrong. They say emphatically that there is no bullying at the school and cannot remember there ever having been any. Pupils get a sound grounding for their future lives. Although personal development and transition procedures are very secure, the school has yet to raise attainment in the basic skills to a consistently

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good level. They are very thoughtful and reflective, adding their prayers to those of the teacher in assembly. They have an excellent awareness of the cultural diversity in the United Kingdom through the many links they have established, and through practical activities. A visit to the Mosque in Bath successfully dispelled pupils' pre-conceptions about these being very ornate buildings with lots of minarets!

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	3
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	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Relationships between pupils and teachers are excellent. As a result, pupils concentrate well in lessons and respond enthusiastically to skilled questioning. They make good progress with their learning because tasks are well matched to their individual needs. Pupils know and can explain their targets and how to improve their work because marking is constructive. They enjoy discussing their learning in pairs and working in groups. However, the pace of learning sometimes slows because, despite teachers recognising the importance of talking about learning, they sometimes give pupils too many opportunities to discuss ideas with their 'talk partners'.

'Fantastic', 'great', 'it appeals to us girls as well as the boys' were some of the responses to enquiries about this term's topic, 'Pole Position'. From the younger children investigating the Quadracycle and Tin Lizzie, to the older ones excitedly discussing building their go-karts, all pupils are fully engaged and enthusiastic about the school's curriculum and how it is organised. The school brings in expertise to cover areas where

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staff skills are more limited, for example in music. Pupils also work with members of the local amateur dramatic society. As a result, the school has a growing reputation for excellence in the performing arts. There is a wide range of extra-curricular clubs organised each term and these are very popular and have a high take up.

Parents and carers are delighted with the excellent care provided and, as one commented, 'the staff are always there when we need them'. The care fully justifies the investors in Families award. A drive to improve attendance has been highly successful. Attendance has improved dramatically this year and is now high, which means that more pupils are in school more of the time to learn. Transition arrangements are excellent and the school frequently develops individual plans for pupils when only one or a few are moving to a new school.

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?

Staff at all levels share the ambition to further improve standards and accelerate pupils' progress. There is good commitment from all staff to achieve the best for all the pupils. Governors regularly visit the school and play an active role in its strategic development. They promote community cohesion well. The school has a wide range of links within the local and international communities. These promote pupils' learning and understanding, particularly of cultural diversity within the United Kingdom, very effectively. The school is developing beneficial links with a school in Aylesbury but this is still comparatively new and not yet fully established. Governors have ensured that all procedures to protect and keep pupils safe are robust and meet requirements. They have a very rigorous monitoring programme covering all aspects of safeguarding and consult extensively with parents and carers and take on board any suggestions they may have. Regular newsletters and workshops provide parents and carers with good information. Leaders are successful in ensuring that all pupils are equally valued and free from discrimination and carefully monitor the progress of all pupils to ensure provision is effective. The school has established excellent links with a wide variety of outside agencies, and local primary and secondary schools in order to further promote pupils' well-being and learning.

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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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Induction arrangements to support children joining the school are good and children settle quickly and happily. The children work well as individuals and together in pairs or as a small group. They take turns and happily share equipment and resources. They get on very well with the older children in the class and well-thought-out provision results in all making good progress. There is a very good balance of activities that are directed by adults and those that the children choose for themselves. They receive very good support and frequently undertake tasks related to work the rest of the class is doing, but which is well matched to their own needs. They have been well involved in the Pole Position topic and particularly enjoy role play in the Pit Stop Cafe, where prices have just had to rise! The cafe not only provides an opportunity to extend their speaking and listening skills but also serves to develop writing and numeracy skills. Clear records of continuous observations are kept although these do not always indicate next steps in learning for the children. They make good gains in their literacy and numeracy skills because well-planned adult-led tasks are well matched to their needs. The outside accommodation is small which means that children do not always have free access to the outside area during the day to support their learning in the classroom. However, it is used extremely imaginatively and the school is good at providing effective alternatives. School records show that children join Year 1 having made good progress through their Reception year.

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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 very large majority of parents and carers feel that they are well informed about the progress their children make and that this progress is good. They think their children are well supported in their learning. All the parents and carers who responded to the questionnaire were unanimous in their positive responses to all other questions. This positive response was accentuated by many positive comments made which can be summed up by that of one parent, 'I am extremely happy with this school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heddington 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	79	5	21	0	0	0	0
The school keeps my child safe	20	83	4	17	0	0	0	0
My school informs me about my child's progress	14	58	9	38	1	4	0	0
My child is making enough progress at this school	15	63	8	33	1	4	0	0
The teaching is good at this school	18	75	6	25	0	0	0	0
The school helps me to support my child's learning	18	75	5	21	1	4	0	0
The school helps my child to have a healthy lifestyle	17	71	6	25	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)	16	67	7	29	0	0	0	0
The school meets my child's particular needs	18	75	6	25	0	0	0	0
The school deals effectively with unacceptable behaviour	14	58	10	42	0	0	0	0
The school takes account of my suggestions and concerns	12	50	12	50	0	0	0	0
The school is led and managed effectively	12	50	12	50	0	0	0	0
Overall, I am happy with my child's experience at this school	18	75	5	21	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.



10 March 2011

Dear Pupils

Inspection of Heddington Church of England Primary School, Calne SN11 0PJ

Thank you for making me so welcome when I visited your school. I really enjoyed seeing you work so hard in lessons and play so happily outside. You showed me how much you enjoy your school and are proud of how well you are doing. You are right to be pleased, because it is a good school!

What I found out about your school:

- You really enjoy school and make good progress, reaching average standards in English, mathematics and science.
- You behave extremely well, both in class and out in the playground.
- You get on well with the other pupils and look after each other.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- You have an excellent understanding of how to stay safe and live healthy lives.
- Your teachers work hard to plan interesting lessons and always mark your work carefully.
- Your curriculum is exciting and innovative; you are really enjoying 'Pole Position'. I hope that you enjoy making your go-karts!
- All staff take excellent care of you and keep you safe.
- Children in Reception get a good start to their school life.

What we would like the school to do now:

- provide more opportunities for you to use your numeracy skills to solve problems and carry out investigations
- identify specific opportunities in your themes and topics so that you can practise your writing skills.

Yours sincerely

Christine Huard

Lead inspector

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