

West Tytherley Church of England Primary School

Inspection report

Unique Reference Number	116323
Local Authority	Hampshire
Inspection number	363850
Inspection dates	9–10 June 2011
Reporting inspector	Edward Wheatley

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	Graham Wright
Headteacher	Christine Kirby
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by two additional inspectors, who saw eight lessons taught by four teachers. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation about pupils' progress and policies, particularly those for protecting pupils and keeping them safe, as well as school development planning and evidence of self-evaluation. They considered 77 questionnaires returned by parents and carers.

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

- How well does the school promote development of basic skills, especially numeracy skills?
- How quickly does the school identify the abilities of pupils arriving during the school year, and plan work focused on meeting their learning needs?
- How appropriate are the priorities for improvement in the Early Years Foundation Stage?

Information about the school

West Tytherley Church of England Primary is a small school and pupils come mainly from White British heritage. Almost all pupils speak English as their first language, and none are in the early stages of learning English. There is one class with reception and Year 1 pupils. There are three other classes one with Year 2 pupils, one with Years 3 and 4 pupils and one with Years 5 and 6 pupils. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is also broadly average. The school has Enhanced Healthy Schools status, Activemark, and Eco Schools' award. The headteacher is part-time and she is supported by an acting headteacher. A new headteacher is taking up post in September 2011.

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

West Tytherley Church of England Primary is a good and improving school that has some outstanding aspects. In particular the quality of care, guidance and support is exceptionally good, and is extremely well supported by close links with external agencies, and this is recognised and appreciated by parents and carers. One wrote, 'Warm and friendly staff make sure that every child makes progress and is able to achieve their full potential.' Several parents and carers of pupils joining the school after the start of the year praised the sensitivity of staff in helping their children settle in and make friends, and the speed with which their children started to learn.

Pupils' attainment is broadly average and has risen, and several pupils reach high levels of attainment. Pupils express their understanding and ideas well in speech and writing. They have a wide vocabulary and write using a large range of styles. However, spelling and punctuation are sometimes inaccurate. Poorer attainment in mathematics in the past has improved and, in particular, pupils' mental calculation skills. Pupils of all abilities make good progress, including those who join the school during the school year. Pupils with special educational needs and/or disabilities make good progress and some make excellent progress. Overall, pupils' achievement is good.

Good teaching leads to good learning and improving attainment in mathematics. Teachers use accurate assessment information to plan teaching effectively to meet pupils' learning needs. Work is generally challenging although occasionally not quite so challenging for some of the more-able pupils. New pupils are assessed without delay, so that there is a minimum of interruption to their learning. Pupils' progress is monitored effectively so that they know how well they are doing and what their targets are. Pupils like the fact that teachers discuss with them what they need to do to improve their work. However, some of them forget what it is they are supposed to do, and there is no written record or guidance to remind them. The curriculum successfully promotes pupils' enthusiasm for learning. There are excellent links with the local church and with other organisations that provide a wide range of enrichment activities. Acquisition of basic literacy skills is promoted effectively through most subjects, but not so well for numeracy activities. The range of out-of-school activities is very good, and well supported by pupils.

Pupils enjoy school. Their attendance is above average and they behave well. They feel exceptionally safe, say that bullying is extremely rare and is dealt with effectively, and that unacceptable behaviour is unusual and does not affect their learning. They are considerate towards each other and polite and helpful when dealing with adults. They take on responsibilities exceptionally well in both school and the local community. Their understanding of the importance of following a healthy lifestyle is excellent.

Leaders and managers are effective and the headteacher provides very good direction for the school's improvement. Self evaluation is rigorous, the school has accurately identified

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areas it needs to work on to raise levels of attainment, and staff have acted quickly and successfully to improve standards, particularly in mathematics. Priorities for further development are well developed and plans to improve pupils' spelling are advanced. The governing body holds the school to account satisfactorily, and under new leadership, is rapidly increasing its range of skills and knowledge in order to effectively support the school in driving improvements. In the Early Years Foundation Stage priorities for improvement are closely linked to accurate evaluation of the learning needs of children. The school's capacity to sustain further improvement is good.

What does the school need to do to improve further?

- Raise attainment by ensuring
 - work for the more-able pupils is always challenging,
 - pupils spell and punctuate their work accurately,
 - there are opportunities for pupils to consolidate their numeracy skills in other subjects,
 - pupils have written reminders of what they need to do to improve their work.

Outcomes for individuals and groups of pupils

2

Children usually start school with skills that are typical of children of this age. Pupils speak and write using a wide ranging vocabulary and complex sentence structure. For example, in a Years 5 and 6 lesson, pupils planned letters effectively, using a wide range of connectives to explain their reasons for feeling they had been treated badly in a restaurant. The more-able pupils did this independently and went further to suggest how they should have been treated. Pupils' mathematical skills are sound and the recent focus on improving attainment in mathematics has had a positive impact resulting in competent mental calculation skills and good knowledge of times tables. For example, in a lesson on fractions, pupils worked out their own strategies to find thirds and four-fifths of two digit numbers and then explained them clearly to the class, showing a good understanding of number. The more-able pupils generally make good progress, although occasionally they do not have enough to do and finish before other pupils. Pupils with special educational needs and/or disabilities make good and sometimes excellent progress because they are encouraged to work independently, and have effective support to ensure they understand the problems they are working on.

Pupils are enthusiastic about learning and readily settle to work. They make significant contributions to the school and local community. They act as peer councillors, organise different community group lunches, act as ambassadors for visitors to the school, and take on responsibilities at the village fete. They raise money for charities and have, for example, supported a local respite care institution and raised funds to support the schooling of a child in Honduras. Members of the school council were involved in appointing the new headteacher. The healthy Schools status is reflected in pupils' excellent awareness of the need for a diet suited to individual lifestyle, and they have a high level of participation in physical activities. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of the different economic situations people live in and an improving grasp of the traditions and values of the different cultures within modern Britain and around the world.

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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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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?

Lessons are well organised and as a rule challenging, meeting the majority of pupils' learning needs. For example, in a lesson developing basic mathematical skills, pupils divided using mostly their own strategies, but the more-able were encouraged to use formal approaches, which they did enthusiastically. Occasionally work is a little too easy for the more-able pupils, and there is not enough extension material to broaden their knowledge and skills. Marking is frequent and for the most part pupils know how well they are doing and what the next steps in learning are. However, they are not so sure about how to improve work when there are minor problems, because they have no written record of the teacher's spoken comments to remind them what to do. Classroom support is effective in providing support for individual pupils and in encouraging pupils to work independently. Where pupils work together in small groups, learning is good because pupils collaborate effectively, confident in their ability to do well.

The curriculum provides a wide range of experiences. It is successfully enriched with business enterprise activities, French, activities to learn about how to stay safe, residential trips, and theatre visits. It makes good use of excellent links with other schools and organisations to support gifted and talented pupils, science, sports and the use of computers. Environmental and ecological issues are included in the curriculum, and the school has the Eco Schools award acknowledging this. Literacy activities are embedded in

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most subjects, helping consolidate pupils' writing and speaking skills. However, there are not enough mathematical activities in other subjects to help strengthen pupils' numeracy skills. Out-of-school activities: art, dance, cookery, film and different sports are well supported by pupils.

Support for pupils with special educational needs and/or disabilities is excellent, with extremely good relationships with parents and carers to help provide the best support for pupils. The school has well established links with a wide range of external services to provide an excellent programme of support for pupils whose challenging circumstances make them vulnerable. Good attendance is effectively promoted through the close relationships with families and rapid follow-up to any absence. Parents and carers are very well informed about pupils' progress and there are plenty of opportunities to speak to teachers at the start and end of the school day and at consultation evenings. Transfer arrangements are very good and the school has effective relationships with homes, feeder nurseries and the local secondary schools.

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?

The headteacher has established effective procedures to monitor the work of the school. Nearly all staff have leadership responsibilities and all are involved in helping drive forward improvements, and are involved in planning to improve basic spelling to follow up the success in mathematics. The effectiveness of the governing body is improving fast. It has established a 'governor of the month' scheme in which members in turn have an intensive programme of school visits that include lesson observations. Along with joining staff on training days, this is significantly improving the governing body's knowledge of the school and the effectiveness with which it contributes to school improvement. The school engages parents and carers well in supporting pupils' education and welfare. Some parents and carers have become qualified minibus drivers so that they can drive pupils to sports activities. Attendance at curriculum and consultation evenings is high, and many parents and carers support the shared learning activities run by the school. Partnerships with other schools, support agencies and external services are excellent and promote pupils' learning and well-being exceptionally well. The promotion of community cohesion is good, with the school having some excellent links with schools in different circumstances. Efforts to improve pupils' knowledge and understanding of other cultures are good and contribute to their increasing respect for people from different backgrounds.

Safeguarding procedures are fully met. Policies are up to date and take account of parents', pupils' and the governing body's views. The school works well to ensure the

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grounds are safe and secure. Taking into account the improvements in mathematics and steadily improving progress of most pupils, the school promotes equal opportunities well. Procedures to eliminate all forms of discrimination are effective and well established in the life of the school

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	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

The majority of children speak and write well, and with confidence. They behave well, work and play with other children happily and when they choose or are directed, and work well independently. They can recognise squares, rectangles, triangles and circles and describe their properties correctly. Children's development of sound recognition and linking it to writing is exceptionally good. For example, in an excellent, fast paced teacher-led session they accurately spelt out simple words and were delighted at their own success. They were extremely well supported by the teacher modelling accurate letter formation. Adults are very knowledgeable about children's individual learning needs and, in child directed activities. They provide many opportunities for children to develop their individual skills, especially in literacy and numeracy. Adults are particularly sensitive to the social and emotional needs of children. Links with families and nursery schools are good. Parents are encouraged to join in with some activities to help their children settle in quickly and this successful. Leadership and management are effective, and priorities for development are clearly focused on ensuring all adults are equipped to meet children's specific learning needs.

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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

More than three-quarters of parents and carers responded to the questionnaire. The great majority of responses were positive and supportive of the school. However, about one fifth of responses indicated that parents and carers did not feel that the school deals with unacceptable behaviour well enough. However, Inspectors saw only good behaviour, and pupils reported that unacceptable behaviour was rare and dealt with swiftly. A very small number of parents and carers feel that pupils' progress is not good enough. Inspectors judged that progress is good overall, and the picture of slower progress in the past in mathematics has been corrected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Tytherley 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 77 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	51	66	24	31	1	1	0	0
The school keeps my child safe	55	71	21	27	0	0	0	0
My school informs me about my child's progress	50	65	22	29	3	4	0	0
My child is making enough progress at this school	48	62	24	31	2	3	2	3
The teaching is good at this school	50	65	24	31	2	3	0	0
The school helps me to support my child's learning	48	62	25	32	3	4	0	0
The school helps my child to have a healthy lifestyle	55	71	22	29	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)	47	61	28	36	1	1	0	0
The school meets my child's particular needs	50	65	23	30	2	3	1	1
The school deals effectively with unacceptable behaviour	32	42	27	35	17	22	0	0
The school takes account of my suggestions and concerns	40	52	30	39	5	6	0	0
The school is led and managed effectively	51	66	20	26	4	5	0	0
Overall, I am happy with my child's experience at this school	56	73	17	22	3	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



23 May 2011

Dear Pupils

Inspection of West Tytherley Church of England Primary School, Salisbury, SP5 1JX

Thank you for making us so welcome when we visited you. We judged that you are at a good and improving school. You make good progress, which continues to improve. The following things are particular strengths of the school:

- Teaching is good and lessons are interesting. The school makes sure that activities are designed to keep your attention and are enjoyable.
- The headteacher, governors and staff are successful in making sure the school continues to improve.
- You feel extremely safe, behave well, and treat everyone with consideration and respect.
- Many of you have responsibilities in school, work with the local community, and raise funds for charities. You do these tasks extremely well.
- You have an excellent understanding of how to stay healthy and you take part in physical exercise and eat sensibly.
- The school takes exceptionally good care of you and ensures you are safe.

In order for the school to be even better, we have asked your teachers to make sure:

- Your work is always challenging, that you spell and punctuate your written work accurately, that you have opportunities in all subjects to use the skills you learn in mathematics, and that you have written reminders to help you remember how to improve your work.

You can help by making sure your spelling and punctuation are accurate and that if you forget how to improve your work, you ask teachers to remind you.

Yours sincerely

Ted Wheatley

Lead inspector

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