

Western Church of England Primary School

Inspection report

Unique Reference Number	116327
Local Authority	Hampshire
Inspection number	363851
Inspection dates	8–9 June 2011
Reporting inspector	Susan Gadd HMI

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	422
Appropriate authority	The governing body
Chair	Andrew Strevens
Headteacher	Lorraine Smith
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed 20 lessons taught by 16 teachers. They observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner and questionnaires completed by 101 pupils and 171 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 attainment, learning and progress for all groups of pupils who are currently in the school.
- Whether pupils understand how to improve their work.
- The extent to which teaching and assessment consistently meet the needs of all pupils.
- The impact of leaders and managers at all levels, including the members of the governing body, in ensuring that effective steps are taken to embed ambition and drive improvements forward.

Information about the school

Western Church of England Primary School is a larger-than-average primary school. It has an Early Years Foundation Stage that admits children full time into Reception. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The proportion of pupils known to be eligible for free school meals is lower than the national average, as is the proportion of pupils from minority ethnic heritages and the percentage who speak English as an additional language. There is an on-site breakfast club that is not managed by the governing body and will be inspected separately.

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

Western Church of England Primary School continues to be a good school. It has some outstanding features. The warm, caring atmosphere of the school contributes to the outstanding care, guidance and support that many pupils receive. Pupils enjoy coming to school and feel exceptionally safe. Other outstanding features include the spiritual, moral, social and cultural development of pupils, and the effectiveness in which the school uses partnerships in promoting learning and well-being for its most vulnerable pupils.

- The headteacher and staff at all levels, including the governing body, provide good leadership. Staff feel very valued and supported by senior leaders and have worked effectively together to improve pupils' learning experiences. They share a common desire to ensure that pupils develop into confident, caring individuals who are proud of their achievements.
- Staff have a joint understanding of whole-school priorities, which is underpinned by a clear, concise 'raising attainment plan'. However, the school recognises that the success criteria in some subject action plans are not always specific enough to measure the impact of whole-school initiatives. Self-evaluation is accurate and thorough. Information from the school tracking document is used to identify pupils who are in danger of underachieving. This information is used effectively in regular progress meetings to identify appropriate interventions. The school is now considering how best to ensure that curricular targets set in these meetings are evaluated in respect of pupils' outcomes. The governors are conscientious in their responsibility of holding the school to account. They can demonstrate the positive impact they have had within the school. The school's procedures for safeguarding pupils are robust, thorough and efficient. Together, this ensures that the school's capacity for sustained improvement is good.
- Children join Reception with varying skills and make good progress by the time they join Year 1
- As pupils move through Key Stage 1 they make consistently good progress. In Key Stage 2, progress is more variable between subjects and year groups. However, by the time pupils leave Year 6, they have made good progress based on their varying starting points and reach above average attainment.
- Pupils with special educational needs and/or disabilities make similar progress to their peers, as do pupils who speak English as an additional language. This is as a result of the good support they receive.
- Teaching and assessment are good overall, but there are variations within year groups. In the strongest lessons, expectations are challenging and pupils are motivated and keen to learn. The use of the 'learning tree' is especially effective in

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classes and has helped to develop pupils' thinking skills well, such that they are confident, articulate learners. Consequently, pupils' progress in these lessons is good. In some other lessons, the work set does not always challenge the most-able pupils. Where marking is at its best, such as in writing, it provides pupils with their 'next steps in learning', and pupils can talk about their targets and how these support them in improving their work. However, this good practice is not consistently applied across the school or in mathematics.

- Attendance has been steadily improving over several years and is above average. This, along with pupils' good basic skills in literacy and numeracy, ensures that they are prepared well for their future.
- Behaviour around the school is good. Pupils are polite and courteous, and respect the school environment.

What does the school need to do to improve further?

- Improve the consistency in the quality of teaching and learning and raise achievement by:
 - ensuring the work set in all lessons meets the needs of individuals and in particular those that are more able
 - developing a consistent approach to marking and ensuring that pupils understand their targets, particularly in mathematics, so that they are clear about how to improve their work.
- Develop the skills of leaders and managers at all levels by:
 - evaluating the impact of curricular targets set during progress meetings
 - ensuring that subject action plans include specific ways of measuring and evaluating how effective initiatives have been in improving pupils' outcomes.

Outcomes for individuals and groups of pupils

2

- Pupils from a range of different groups make good progress and learn well. They cooperate well in lessons and show great enthusiasm when they are given opportunities to work in groups
- Children enter Reception with varying starting points. These range from below age-expected skills to above those expected for Reception children. They make good progress. Pupils continue to make good progress as they move through the school, although this is inconsistent at times in some subjects such as reading and in some classes in Key Stage 2. However, attainment by the end of Year 6 is above average overall and in English and mathematics.
- Pupils with special educational needs and/or disabilities also make good progress as a result of the effective support they receive in the classroom and through specific programmes beyond the classroom.
- Pupils make a good contribution to their school and wider community. They have many opportunities to take on responsibilities around the school. The Green Team

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present information to different classes on how to become 'eco-friendly'. Pupils from Year 6 participate in 'Making a Difference' initiatives such as becoming lunchtime helpers, looking after children in Reception and running healthy clubs at lunchtime such as hockey and football. The school council is particularly proud of its recent involvement in an art project in the playground and the creation of a new room to support pupils who require a quiet space to work and think. Beyond the school, pupils are involved in a range of activities such as: country dancing at the Guild Hall, singing at Christmas to residents in a nursing home and raising money for a variety of charities such as Red Nose Day, Shelter and, more recently, 'Wells for India', where pupils raised £1,600.

- Pupils think deeply about their own and others' experiences and try to relate them to their own values. For example, pupils were very clear that cultural differences and religions should be celebrated. In one conversation, a child stated: 'It is important to celebrate different cultures and to respect that we are all different. All people should be treated with respect regardless of their religious beliefs.' Pupils understand the importance of being able to talk about their feelings and appreciate the many opportunities provided by the school such as 'circle time,' 'philosophy for children' and the 'time to talk box'. Culturally, pupils enjoy a variety of opportunities to learn about a range of religions through religious education, the celebrations of festivals and through visits and visitors.

These are the grades for pupils' outcomes

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

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How effective is the provision?

- In the strongest lessons, learning is supported well through the good use of the interactive whiteboards and practical equipment to engage pupils. In these lessons, learning is placed in a meaningful context so that pupils have a real purpose for carrying out their work. Pupils are encouraged to assess their own learning through the use of 'traffic lights' and by considering their 'comfort zones'. However, this good practice is not consistent; occasionally, the pace of learning is slow in some lessons and pupils become restless as a result of this.
- The school has developed a well-organised, imaginative curriculum which makes a good contribution to pupils' learning. The school places a strong emphasis on ensuring that the curriculum is creative, with cross-curricular links which build on first-hand experiences. This approach ensures that learning is purposeful, fun and meaningful to the pupils. As one pupil stated, 'I like coming to school because learning is fun!' The school places a strong emphasis on school trips and visitors to enrich the curriculum beyond the classroom. A wide range of after-school clubs exists and many pupils benefit from this provision.
- Excellent links with outside agencies ensure that the specific needs of the most vulnerable pupils are met. This, together with the use of the emotional literacy support staff and the learning support coordinator, ensures that the most vulnerable pupils make outstanding progress in their emotional well-being as well as their learning.
- Transition arrangements from joining Reception to leaving the school are well thought out and effective.

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 provides good leadership and this is well supported by leaders at all levels. The leadership team is involved in monitoring lessons, carrying out book scrutinies, conducting learning walks and providing training and support for colleagues. Through regular assessments and pupils' progress meetings, teachers are becoming more accountable for the progress that pupils make as they move through the school. However, the school is aware that curricular targets discussed at progress meetings require more evaluation to ensure they meet the needs of all pupils appropriately. There are, however, clear indications that some intervention programmes in literacy and numeracy have led to pupils making good or even

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outstanding progress. Since the last inspection, the school has successfully ensured that achievement in writing has improved as a result of targeted support and the introduction of sustained writing. Together, this demonstrates the effectiveness of leaders and managers at all levels in embedding ambition and driving improvements forward to improve pupils' outcomes.

- The members of the governing body are very clear about their roles and responsibilities. They provide appropriate support while also providing a good level of challenge. They are actively engaged in the school through their own monitoring activities and the work of the different committees. Safeguarding is good and procedures, policies and risk assessments are effective to ensure they conform to good practice.
- The effectiveness of partnerships in promoting well-being and learning is particularly evident in pupils' outstanding spiritual, moral, social and cultural development. The most vulnerable pupils make outstanding progress as a result of the exceptional care, guidance and support these pupils receive.
- The school's ability to promote equality and tackle discrimination is good. All groups of pupils make at least good progress as they move through the school.
- Community cohesion is good. The school has carried out a comprehensive audit of its pupils' needs and a plan of action is in place to address this. Pupils are made aware of communities beyond their school through raising money for charities such as 'H2O for Haiti', supporting local community events and learning about communities abroad through curricular studies.

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

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Early Years Foundation Stage

- The Early Years Foundation Stage leader provides good leadership and has a strong understanding of the strengths and areas for development. Parents and carers are provided with useful informational booklets and are invited to attend a meeting prior to their children starting Reception. This, along with home and nursery visits, ensures that good transition arrangements are in place for children on joining the school.
- Children's skills on entering Reception vary from below age-expected in communication, language and literacy to above age-expected in knowledge and understanding of the world and number. Children make good progress in Reception as a result of good teaching, such that they join Year 1 with the appropriate academic and social skills required for this stage of their education.
- Adults use their observations to plan appropriately for the interests of the many individuals and identify 'their next steps' to learning. Learning Journals are very effective in providing evidence of children's individual development and progress during their time in Reception. Planning demonstrates that the curriculum is adapted to match the needs and interests of children.
- All six areas of learning are planned for in the indoor and outdoor learning environment and children show good personal and social skills when they initiate learning for themselves. The outdoor area is used very well to support and reinforce learning. However, the school has rightly identified that a covered area during wet weather is required to fully support learning in this part of the provision.
- Although overall provision is good, there are some outstanding features. For example, during the inspection, children were doing a topic on India. They were provided with a wonderful opportunity to observe an ex-pupil performing a traditional Indian dance and to join in with this activity. Children were able to listen to and ask questions of parents and taste Indian food. Together, this provided the children with memorable, creative and stimulating learning experiences.

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

The very large majority of the parents and carers that responded to the questionnaire were supportive of the school's work. The vast majority felt that their child was kept safe and most felt that their child enjoyed being in school. Inspection evidence concurred with

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this. A few parents and carers disagreed that the school dealt effectively with behaviour or that their child made enough progress. Inspectors investigated this and these issues are addressed in the report. Comments made by parents and carers were shared with the school including the few made about the site. Some of these issues have already been identified by the school and actions taken while others are subject to future plans.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Western Church of England 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 171 completed questionnaires by the end of the on-site inspection. In total, there are 422 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	125	73	38	22	6	4	1	1
The school keeps my child safe	125	73	42	25	4	2	0	0
My school informs me about my child's progress	81	47	81	47	6	4	0	0
My child is making enough progress at this school	87	51	68	40	10	6	3	2
The teaching is good at this school	111	65	53	31	6	4	0	0
The school helps me to support my child's learning	113	66	50	29	6	4	0	0
The school helps my child to have a healthy lifestyle	104	61	57	33	5	3	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)	102	60	55	32	5	3	0	0
The school meets my child's particular needs	104	61	52	30	6	4	5	3
The school deals effectively with unacceptable behaviour	95	56	62	36	11	6	0	0
The school takes account of my suggestions and concerns	112	65	50	29	2	1	0	0
The school is led and managed effectively	150	88	14	8	7	4	0	0
Overall, I am happy with my child's experience at this school	131	77	35	20	5	3	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.



10 June 2011

Dear Pupils

Inspection of Western Church of England Primary School, Winchester, SO22 5AR

As you know, I visited your school recently with three other inspectors. I would like to thank those of you who talked to us about your work and life at the school. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming; you made our visit very enjoyable. We found your school provides you with a good quality of education

These are some of the best things about your school.

- You make good progress in your work and your attainment is above average.
- It is a very happy place where you feel exceptionally safe, enjoy your lessons and get on well with each other
- You know how to keep safe and healthy, and you enjoy taking lots of exercise.
- You have very strong values and beliefs and are keen to learn about a range of cultures
- The school makes every effort to involve your parents and carers in your learning.
- All the staff care for you very well and work extremely closely with adults outside the school to support you
- The school is well led by your headteacher and her team. They want the very best for you.

We have asked your school to do the following things.

- Make sure that you always understand your targets, especially in mathematics.
- Ensure that marking always helps you understand how to improve your work.
- Make sure that the work you are set in lessons is not too easy for you.
- Improve school planning so that the school's leaders can measure how well new projects are helping you to learn.

All of you can help by continuing to work hard in lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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