

# Rowde Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique reference number</b>	126409
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	381228
<b>Inspection dates</b>	11–12 January 2012
<b>Lead inspector</b>	Chris Nye HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jerry Clark
<b>Headteacher</b>	Sarah O'Donnell
<b>Date of previous school inspection</b>	14–15 July 2009
<b>School address</b>	High Street Rowde Devizes SN10 2ND
<b>Telephone number</b>	01380 723991
<b>Fax number</b>	01380 728853
<b>Email address</b>	head@rowde.wilts.sch.uk

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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	11–12 January 2012
<b>Inspection number</b>	381228



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## Introduction

Inspection team

Chris Nye

Her Majesty's Inspector

Janet Simms

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 19 lessons, taught by eight teachers. Meetings were held with pupils, the Chair of the Governing Body and two other governors and school staff, including the headteacher and deputy headteacher and middle managers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, including pupils' books, and looked at a number of documents, including the school development plan, safeguarding policies, attendance data, minutes of the governing body's meetings, assessment data and planning documentation. Inspectors met informally with some parents and carers and scrutinised questionnaires completed by 104 parents and carers, 13 staff and 99 pupils.

## Information about the school

Rowde Church of England Voluntary Aided Primary School is of average size. Most pupils are of White British heritage and almost all speak English as their first language. The proportion known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is higher than average. Most of these pupils have either specific learning difficulties or behavioural, emotional or social problems or speech, language or communication needs. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress. The Early Years Foundation Stage provides for reception-aged children. The school manages breakfast and after-school clubs on the site, but not the onsite pre-school, which is therefore the subject of a separate inspection. A new headteacher took up post two weeks before the inspection. The deputy headteacher is also new this term, although she was previously a senior member of staff in the school.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is improving with many outstanding features. The new headteacher has made an excellent start, well supported by the deputy headteacher, staff and governors. As a result, there has been a seamless transition which has not interrupted the strong progress that the school has made in addressing weaknesses identified in its previous inspection.
- An outstanding feature of the school is the behaviour and attitudes of pupils and the excellent support provided for their learning and well-being. Inspectors were immensely impressed by their courtesy and the kindness with which they treat adults and each other. Parents and carers also expressed very positive views on pupils' behaviour and how they are kept safe and healthy.
- Pupils' achievement is good overall, and outstanding in mathematics. In English, pupils' attainment is above average, but achievement is stronger in reading than in writing. The school has established effective strategies to address this and early indications are that these are having a positive impact.
- Teaching is usually good and sometimes outstanding. Previous weaknesses in assessing pupils' work have been eradicated and there is a consistent approach towards providing good quality guidance to pupils on how to improve their work. The planning of lessons is a strength because it links very closely to the needs of pupils and their prior learning.
- Leaders rigorously monitor the work of the school and make good use of such data to plan the school's strategic development. However, some aspects of improvement planning lack sufficient clarity. The curriculum is effectively meeting the needs of pupils and some aspects, such as the way in which it is enriched, are outstanding. However, opportunities to learn about other cultures and to use information and communication technology (ICT) to support their learning are underdeveloped.

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

- Embed recent changes in leadership and management and the curriculum by the end of July 2012 to ensure that:
  - whole-school and subject improvement planning clearly identifies success criteria which can be measured against outcomes for pupils
  - opportunities for pupils to use ICT to further enhance their learning across the curriculum are increased
  - sufficient opportunities are provided for pupils to learn about cultures other than their own within the United Kingdom and beyond.

## Main report

### Achievement of pupils

The overwhelming majority of parents and carers feel that their children make good progress in their learning and inspectors agree that attainment is above average and progress is good overall.

Children enter the Early Years Foundation Stage with skills slightly below those found nationally, especially in reading and writing. During their time in the Reception class, they make good progress and attainment at the start of Key Stage 1 is broadly average in most areas of learning and above average in their use of language for communication and thinking.

Progress in Key Stage 1 is good in reading and outstanding in mathematics where the proportion of pupils achieving above the expected level is significantly above that found in other schools nationally. In writing, attainment has been closer to the national average, but a strong focus on improving the quality and presentation of writing across the curriculum is having a positive impact on improving standards.

In Key Stage 2 this good achievement is maintained. By the end of Year 6 attainment is above average and the proportion of pupils attaining or exceeding the expected level is above average in English and significantly so in mathematics. This is because teachers have high expectations to which pupils respond positively. For example, in one mathematics lesson pupils were able to clearly and accurately explain equivalent fractions. Progress in mathematics throughout the key stage is outstanding and in English this is good, especially in reading and in Year 6 where pupils read with accuracy, expression and enthusiasm. Standards and progress in writing, while still above average, dipped recently, but a strong focus on all aspects of writing across the curriculum is starting to have a very positive impact. Handwriting and presentation, which were weaknesses at the previous inspection, are now strengths and inspectors observed evidence that the quality of writing for a range of purposes is improving rapidly. Standards are also being enhanced by a recent emphasis on developing literacy, numeracy and communication skills across the curriculum. Pupils' skills in speaking and listening are good throughout the school.

Pupils with special educational needs and/or disabilities make good progress

compared with similar pupils nationally because their needs are identified early on and they are given well-organised, good quality intervention and support.

### **Quality of teaching**

The quality of teaching is good overall with much that is outstanding and all groups of pupils achieve well over time as a result. Almost all parents and carers who responded in the questionnaires said that they felt their child was well taught and inspectors agree with this view. Teachers' subject knowledge is good and they make good use of accurate assessment of pupils' previous attainment, knowledge and understanding to plan lessons that accurately meet their wide-ranging needs. Activities are imaginative and well differentiated to ensure suitable levels of challenge. Teachers have high expectations and motivate pupils very well. As a result, pupils display tremendous enthusiasm for learning. For example, in one outstanding lesson pupils were enthusiastically exploring the 'stretchiness' of pairs of tights by accurately measuring, recording and comparing the outcomes of different tensions on the tights. Teaching assistants are very well trained and make a significant contribution to teaching and learning, especially for pupils with special educational needs and/or disabilities. The pace of learning is good overall because teachers use observations and questioning effectively to assess pupils' ongoing understanding. They use this information well to adjust their teaching or the learning activities to ensure that a suitably brisk pace of learning is maintained. The learning environment in classrooms effectively supports pupils' personal development and learning because attractive displays focus on supporting learning and celebrating pupils' achievements. A strong emphasis on literature and the effective teaching of phonics (linking sounds and letters) ensures that pupils' achievement in reading is good and that their attitudes towards books are very positive.

Teachers assess pupils' work regularly and in detail. An effective marking policy which clearly identifies strengths and what to improve is consistently applied. This is enhanced by detailed and effective written guidance on how to improve their work. Pupils are aware of their targets, which are written in language appropriate to the age and ability of each pupil. Although there are some excellent examples of pupils taking responsibility for their own learning by assessing their progress towards achieving these targets, the school recognises the need to embed this further.

### **Behaviour and safety of pupils**

The behaviour and safety of pupils are outstanding and a key strength of the school. Pupils say that they feel very safe and happy in school and the overwhelming majority of parents and carers agree. Behaviour around school and in lessons is exemplary and the courtesy, care, respect and kindness that pupils show towards each other and adults are excellent. Inspectors were particularly impressed with the politeness and confidence that pupils display, their enthusiasm for learning and the way in which older pupils take care of younger ones in the playground. Such positive attitudes are having a strong impact on improving achievement and are reflected in attendance, which is consistently above average for all groups of pupils.

Very effective behaviour policies are well established and teachers manage pupils' behaviour in lessons excellently. Relationships are strong and the harmonious

atmosphere and ethos of the school contribute extremely well to pupils' learning and well-being. Very rare instances of bullying are effectively tackled and the school is very proactive in preventing bullying in all its forms, for example through anti-bullying week. Pupils feel extremely well supported by adults, who are open, approachable and have the effective care and well-being of every pupil as their priority.

Opportunities to develop collaborative working are very well established. The school is a wholly inclusive community where, as one parent put it, 'every child feels valued'. A strong Christian ethos helps to ensure that pupils' spiritual, moral and social development is outstanding, with good opportunities for sports and the performing arts, such as through annual musical productions. Wide ranging sporting and adventurous activities provide excellent opportunities for pupils to learn about how to assess risk.

### **Leadership and management**

It is of great credit to leaders and managers at all levels that the recent changes in the senior leadership team have been managed so well and that the drive to improve provision and outcomes has not been interrupted. Previously high expectations regarding, in particular, the quality of teaching and learning are being maintained. Senior teachers model and share excellent practice and all staff are very receptive to training and development so as to improve their own practice. This has been a significant factor in strengthening the teaching provision and improving pupils' achievement over recent years.

Accurate evaluation of the quality of provision and progress of pupils is the result of rigorous monitoring. Subject leaders have a good understanding of the strengths and weaknesses in their subjects. Subject action plans and the school's development plan identify suitable priorities and activities, but success criteria do not focus sharply enough on how the impact of these will be measured against pupils' outcomes.

The curriculum is good because it has recently been strengthened by developing stronger cross-curricular links and ensuring the progressive development of skills in literacy, numeracy and communications. There are many examples of highly effective ways in which the curriculum is enriched, for example by providing wide-ranging magical experiences such as working with exotic insects and reptiles. However, opportunities for pupils to use ICT to support their learning are underdeveloped. Pupils' spiritual, moral, social and cultural development is good, although there are insufficient opportunities for them to learn about other cultures within the United Kingdom and abroad. All safeguarding procedures are securely in place and rigorously applied. The school effectively promotes equality of opportunity well and is proactive in tackling discrimination.

The governing body has developed very effective systems to ensure that it is well informed about the work of the school and is proactive in seeking the views of parents and carers. This enables it to provide an appropriate balance of support and challenge for the school and it is highly effective in helping the school to drive improvement further. As a result, the school's capacity to build on the effective progress that it has made in addressing past weaknesses is good.

A particular strength of the school is the way in which a wide range of partnerships are effectively managed to promote pupils’ learning and well-being. For example, the school works well with parents, carers and external agencies to support individual pupils and close links to the local cluster of schools are effectively supporting the role of subject leaders.

## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of pupils in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning, pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 January 2012

Dear Pupils

**Inspection of Rowde Church of England Voluntary Aided Primary School, Devises SN10 2ND**

Thank you for making my colleague and me so very welcome when we inspected your school. We really enjoyed visiting your lessons, talking to staff and looking at the work that you have been doing. We agree with you and your parents and carers that yours is a good school, with some aspects that are really excellent!

These are the things that your school does particularly well:

- You are doing really well in reading, writing and mathematics. In mathematics and reading many of you do much better than most pupils in other schools in England, and your writing has improved a lot recently.
- Your behaviour, the way in which you keep yourselves safe and healthy and the way in which you are cared for (and care for each other) are outstanding! Well done!! We were really impressed with how polite and friendly you are. The very positive attitudes that you show towards your work is one of the main reasons why you are all doing so well, including those of you who find work difficult.
- Your teachers are really good at planning interesting and exciting lessons which help your learning.
- Everyone (including you) has done a really good job in making sure that the new headteacher settles in and that the school continues to improve as quickly as it has done in the past.

Although the school is doing well, there are still things that it can improve even more. To help the new headteacher and deputy headteacher settle in, the inspection team has asked them to focus on:

- making sure that they know how successfully improvement plans are impacting on your achievement
- ensuring that you have more opportunities to use information and communication technology (ICT) to support your learning
- providing you with more opportunities to learn about other cultures in the United Kingdom and abroad.

You can help by continuing to try your hardest in lessons and by being so positive and happy in your learning. Good luck with the future.

Yours sincerely  
Chris Nye  
Her Majesty's Inspector

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