

Alderbury and West Grimstead Church of England Primary School

Inspection report

Unique Reference Number	126445
Local Authority	Wiltshire
Inspection number	364007
Inspection dates	5–6 July 2011
Reporting inspector	David Curtis

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	149
Appropriate authority	The governing body
Chair	Ruth Owen
Headteacher	Ray Picton (Acting)
Date of previous school inspection	28 November 2008
School address	Firs Road Salisbury Wiltshire SP5 3BD
Telephone number	01722710464
Fax number	01722710433
Email address	head@alderbury.wilts.sch.uk

Age group	4–11
Inspection dates	5–6 July 2011
Inspection number	364007

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed, taught by six teachers. Inspectors held meetings with staff, the school council, six pupils from Year 6, the Chair of the Governing Body and the member of the governing body with responsibility for safeguarding. They observed the school's work and looked at documentation, including documents and procedures regarding safeguarding and child protection, the school improvement plan and the school's data showing pupils' attainment and progress. Inspectors analysed the 74 questionnaires returned by parents and carers, and those returned by staff and pupils in Years 3 to 6.

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

- The progress and attainment of boys across the school in English and mathematics, including communication, language and literacy, and problem solving, reasoning and numeracy in the Early Years Foundation Stage.
- The provision for and progress of pupils on the school's register of special educational needs.
- How effectively the senior leadership team and governing body monitor the performance of all groups of pupils.

Information about the school

This is a smaller-than-average-size primary school. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below the national average. The proportion of pupils known to be eligible for free school meals is well below the national average. Children in the Early Years Foundation Stage are taught in a Reception Class. There is one mixed-age class for pupils in Years 1 and 2, and four single-age classes for pupils in Years 3, 4, 5 and 6.

The acting headteacher (seconded from another school in the local authority) is in post for the current academic year. Following the retirement of the deputy headteacher, two existing members of staff were appointed as assistant headteachers from 1 September 2010 to 31 March 2012. The governing body has appointed a substantive headteacher, who takes up post on 1 September 2011. Currently, the role of special educational needs coordinator is carried out by a teacher on temporary contract covering the leave of the substantive coordinator. From 1 September 2010, a new Chair and Vice Chair of the Governing Body were appointed, together with four new appointments of other members.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has a number of good features and there are discernable improvements in outcomes for pupils, especially for boys and pupils with special educational needs and/or disabilities. Significant improvements to the Early Years Foundation Stage since the last inspection contribute to Reception children's good achievement and their enjoyment of all that the school offers. There are particular strengths in the quality of transition into Reception and in the day-to-day assessment of children's learning in the Early Years Foundation Stage.

Pupils' achievement is satisfactory, as is their progress. By the end of Year 6, attainment in English and mathematics is above average. In the national tests for pupils in Year 6 in 2010, girls performed significantly better than boys in both English and mathematics. Evidence from the inspection, school data and the school's initial analysis of the results of the tests for 2011 indicate that the attainment gap is closing, especially in mathematics. While the gap is wider in English, there is secure evidence that it is closing. Boys still have some way to go in order to match the consistently good progress made by girls. Recent improvements to the quality of provision for pupils with special educational needs and/or disabilities, especially in high-quality intervention programmes, show that progress for these pupils has improved from inadequate to satisfactory.

Pupils' behaviour is good and their enjoyment of school is shown by their above-average attendance. Pupils are very reflective and think deeply about issues such as 'Peace' and 'Values'; this confirms strengths in their spiritual, moral, social and cultural development. In lessons, they work hard, although boys do not show the same levels of sustained concentration as girls, especially when lesson introductions are too long. While teaching assistants make a valuable contribution, most noticeably to the improved progress of pupils with special educational needs and/or disabilities in small group work or one-to-one sessions, teachers do not deploy them effectively at the start of lessons. There are occasions where teaching assistants sit and watch rather than support pupils' learning. Teachers manage pupils' behaviour successfully and they are very confident in using interactive whiteboards to introduce new learning.

The acting headteacher, ably supported by the assistant headteachers, has secured improvements, particularly in introducing the local authority's tracking system to improve the monitoring of pupils' progress. However, the monitoring of groups, especially by gender, is underdeveloped. Partnerships have improved, particularly with other schools in the cluster, for example in providing a Gifted and Talented Day for pupils in Year 2 with six partner schools. Partnerships with parents and carers are good, with the vast majority saying that their children enjoy school. While school evaluation is mainly accurate, the school improvement plan does not focus sharply enough on what the school needs to do to make significant progress. Taking this into consideration, together with the

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

improvements made this year, the school's capacity for further improvement is satisfactory and the school provides satisfactory value for money.

Up to 40% of schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the progress of boys and of pupils with special educational needs and/or disabilities from satisfactory to good through a stronger focus on regular assessment of their learning and the use of results to implement intervention programmes, particularly for boys at risk of underachievement.
- Improve the quality of teaching so that it is consistently good or better by
 - ensuring that lesson introductions are not too long
 - deploying teaching assistants more effectively to support learning at the start of lessons.
- Ensure that senior leaders and the governing body monitor the progress of groups more rigorously, especially by gender, and use the outcomes to set precise and measurable targets for school improvement.

Outcomes for individuals and groups of pupils

3

With relatively small year groups, attainment on entry varies from year to year but the overall trend shows that children start school at levels expected for their age. Pupils make the best progress in lessons when they are active and 'doing'. For example, pupils in Year 4 made good progress in writing imaginative poems on the theme of 'Peace'. In Year 6, pupils showed good levels of sustained concentration in a design and technology lesson where they were designing and making cushions. Pupils work successfully in pairs, although this is stronger in pairs of girls and boy-girl pairings. When pupils, especially boys, have to sit and listen for too long, their interest and enthusiasm waver. While the progress of pupils with special educational needs and/or disabilities is improving, these particular pupils are not always supported effectively at the start of lessons, with the result that their progress is limited.

Pupils feel safe in school and say that they are confident that there is always an adult to whom they can turn with worries or concerns. Through the work of the school council, arts committee, worship committee, eco committee and sports committee, pupils play a good role in contributing to the day-to-day life of the school. They engage well in the local community and support generously a range of charities. Pupils enjoy sport and show a good understanding of the importance of leading a healthy lifestyle. In collective worship, the quality of singing is outstanding and reflects strengths in pupils' spiritual development and their engagement in the Christian ethos of the school. Pupils have a good understanding of their local community and of what it is like to be a child living in China or Zambia. However, their understanding of the cultural diversity of the United Kingdom is less well developed.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	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?

Teachers plan and set clear learning objectives for lessons and these are shared consistently with pupils. There is variation in the use of success criteria by teachers, which means that, in a number of lessons, pupils are not sufficiently clear as to what they need to do by the end in order to be successful. Teachers' questioning skills are good and make a strong contribution to strengths in pupils' speaking and listening skills. While planning does take into account differing learning needs, pupils do not always have sufficient time to work on and complete tasks because of the length of some lesson introductions. Teachers mark pupils' work regularly and pupils know how well they have done, but there is inconsistency in ensuring that pupils understand their next steps in learning. There is evidence that teachers provide good opportunities for pupils to use and apply their literacy, numeracy and information and communication technology skills in other subjects, such as science and design and technology.

Following recent improvements, especially to the provision for pupils with special educational needs and/or disabilities, the curriculum meets the needs of pupils adequately. Staff are beginning to plan, more effectively, topics and tasks that engage boys, although this is not firmly embedded enough to ensure that boys make consistently good progress. Pupils benefit from a good range of extra-curricular activities, especially in sport and music, where there is a high take-up. In Year 5, pupils enjoy their lessons in sailing at an inland water park.

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

The school's excellent links with pre-school providers, and high-quality induction programmes, ensure a very smooth transition into Reception and this contributes significantly to children's good achievement. The acting headteacher and acting special educational needs co-ordinator have improved significantly the quality of support and intervention programmes to meet much more successfully the needs of pupils on the school's register of special educational needs. The training of teaching assistants through the local cluster of primary schools has been effective and is another example of how the school uses partnerships to support provision for pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher and senior leaders have been successful in leading the school through a period of significant transition in terms of leadership and management. They have identified and acted upon areas in need of improvement, especially improving the assessment of pupils' learning, the provision for pupils with special educational needs and/or disabilities, and partnerships. While the school improvement plan identifies correctly the improvement of writing as a key priority, it does not focus sufficiently on raising the attainment and improving the progress of boys, particularly in setting measurable targets for improvement. Through their monitoring of teaching and learning, senior leaders identified the need to improve pupils' work in the investigative and experimental aspect of science. While monitoring has identified areas for improvement in teaching, this has not been followed through sufficiently in order to secure sustained improvement.

Bearing in mind the significant changes in its composition, the governing body is growing in confidence and effectiveness in holding the school to account and challenging senior leaders. However, its effectiveness in monitoring the progress of pupils, especially by groups, is underdeveloped through lack of experience and training. The governing body ensures that the school meets the current legislation in relation to safeguarding and child protection. During the course of the inspection, the school addressed immediately a few minor administrative issues.

The school is a harmonious community and discrimination of any kind is not tolerated. The closing of the gap between the progress and attainment of boys and girls, and the fact that pupils with special educational needs/and or disabilities make satisfactory progress, means that the school's promotion of equality of opportunity is satisfactory. There are strengths in the promotion of community cohesion at local and international levels, for example in trainee teachers from Switzerland working with pupils. Pupils play a strong role

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

in the local community, including taking part in the village fete and inviting members of the community to their Christmas productions. The acting headteacher and governing body recognise that more work is needed to strengthen the national dimension.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress so that by the time they start Year 1, their attainment is above average for their age in all areas of learning. There is no significant variation in the achievement of boys and girls in problem solving, reasoning and numeracy. In communication, language and literacy, there is a small group of very high achieving girls; otherwise there is no significant difference between boys and girls. Children show good levels of independence and sustained concentration, especially in writing. Boys and girls enjoy working together in pairs and in groups, for example in making up their own rhymes using '-at' words. Children are confident and engaging. At the end of the early-morning activities and prior to tidy-up time, children are expected to stand with their hands up and palms facing forward, to show that they are listening to their teacher. On noticing that the inspector present was not doing this, one young lady said to him promptly, 'Put your hand up!'.

The teacher and teaching assistant work as a very effective team. Planning is good and there is a balance of activities that children choose for themselves and those led by adults. Very effective day-to-day assessments feed into children's Learning Journeys which show children and their parents and carers the good progress they make. Parents and carers are actively encouraged to celebrate 'WOW' moments at home with staff.

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

Improved leadership and management ensure that effective use is made of the exciting outdoor area and that there is a free flow for children between indoors and outdoors. Partnerships with parents and carers and pre-school providers are excellent.

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

Nearly half of parents and carers completed the questionnaire, which is an above- average response. Most are happy with the school and its provision for their children. 'The teachers know and have known our children very well and have helped them to progress both academically and personally', sums up the views of those who wrote positively about the school. A few parents and carers raised concerns about the progress their children make. Inspection findings confirm that the progress of boys, although improving, is still not as good at that of girls. A few parents and carers raised issues relating to safeguarding and behaviour. Inspection evidence shows that safeguarding is satisfactory and that behaviour in the school is good. In discussion, pupils said that if there is any inappropriate behaviour it is dealt with effectively by teachers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Alderbury and West Grimstead 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	53	31	42	3	4	0	0
The school keeps my child safe	46	62	23	31	2	3	1	1
My school informs me about my child's progress	23	31	41	55	6	8	1	1
My child is making enough progress at this school	28	38	35	47	5	7	3	4
The teaching is good at this school	33	45	32	43	5	7	0	0
The school helps me to support my child's learning	31	42	32	43	8	11	1	1
The school helps my child to have a healthy lifestyle	38	51	31	42	5	7	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)	30	41	33	45	2	3	5	7
The school meets my child's particular needs	28	38	34	46	5	7	4	5
The school deals effectively with unacceptable behaviour	28	38	32	43	5	7	4	5
The school takes account of my suggestions and concerns	25	34	35	47	9	12	2	3
The school is led and managed effectively	34	46	35	47	4	5	0	0
Overall, I am happy with my child's experience at this school	35	47	32	43	3	4	2	3

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.



7 July 2011

Dear Pupils

Inspection of Alderbury and West Grimstead Church of England Primary School, Salisbury SP5 3BD

We enjoyed meeting you and listening to the excellent singing in collective worship. May I thank the school council and those of you in Year 6 who spent time talking with us? I would like to thank those of you in Years 3 to 6 who completed the questionnaire. You go to a satisfactory school that does have some good features. There are encouraging signs of improvement in areas where the school has not been doing as well as it might. These are the things that are good about your school.

- You make a good start to your learning in Reception.
- You behave well and you make a strong contribution to the day-to-day life of your school through the school council and other committees.
- The school's partnership with your parents and carers and with other schools is good.
- The care, guidance and support that you receive from adults is good so you feel safe in school and enjoy coming. You have good levels of attendance.

There are three important things that we have asked your headteacher, teachers and governing body to do in order to help improve your school from being satisfactory to good.

- Make sure that boys, and those of you who have additional needs, make the same good progress as the girls.
- Make sure that all your lessons are good or better by giving you more time to do your tasks and asking teaching assistants to help some of you more at the start of the lessons.
- Make sure that those who lead and manage your school, including the governing body, keep a closer eye on any differences in the progress of girls and boys.

You can help by working as hard as you possibly can in lessons.

Yours sincerely

David Curtis

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.