

Great Wishford CofE (VA) Primary School

Inspection report

Unique reference number	126436
Local authority	Wiltshire
Inspection number	381235
Inspection dates	9—10 May 2012
Lead inspector	Barbara Atcheson

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	109
Appropriate authority	The governing body
Chair	Hugh Bonsey
Headteacher	Alison Jenkins
Date of previous school inspection	10 December 2008
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Age group	4—11
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Introduction

Inspection team

Barbara Atcheson

Additional Inspector

This inspection was carried out with one day's notice. The inspector observed teaching and learning in 10 lessons, taught by four teachers. She also held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school policies, including those relating to safeguarding and equality, minutes of governing body meetings and planning documents. She scrutinised pupils' work and evaluated 53 questionnaires returned from parents and carers as well as those returned by staff and pupils.

Information about the school

Great Wishford is smaller than the average-sized primary school. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is, thus, well below average. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average at school action and school action plus. The proportion of pupils who have a statement of special educational needs is average. There have been significant changes in staff since the previous inspection. Children enter the Early Years Foundation Stage into a mixed Reception and Year 1 class. The school meets the current floor standards which are the minimum standards expected by the government for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet good because significant changes in teaching staff have slowed progress and inconsistencies in teaching and in the curriculum sometimes limit pupils' achievement. The high priority now placed on the management of teaching and the monitoring of performance by senior leaders has secured rapid improvement in teaching and pupils' achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Teaching is typically satisfactory. Pupils make satisfactory progress to reach average levels in English and mathematics by the end of Year 6. The proportion of good teaching is increasing, but some inconsistencies remain. Teachers do not always explain how pupils can measure their success. They sometimes talk for too long. This limits active learning.
- A welcoming atmosphere, good teaching and exciting activities ensure children in the Early Years Foundation Stage settle quickly and achieve well. Reading and writing have improved across the school. Effective teaching of spelling in small groups has led to rapid progress. Reading has improved as a result of successful work done in partnership with parents and carers. Although a few gaps in calculation and problem solving remain from past weaknesses in provision, mathematics is also improving rapidly and securely. This represents satisfactory and improving progress.
- Leadership and management are satisfactory. The leadership of teaching is resulting in improved checks on staff performance and focused training. An inclusive ethos successfully promotes pupils' social, moral, spiritual and cultural development and ensures most pupils feel safe. Although the curriculum is satisfactory, it does not systematically enable pupils to consolidate and use literacy and numeracy skills across lessons.
- In general, satisfactory behaviour in lessons ensures a positive climate for

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learning in the school. However, where the pace of learning drops, low-level disruption occasionally occurs.

What does the school need to do to improve further?

- By July 2013, improve pupils' achievement in mathematics by ensuring all teachers:
 - reinforce basic skills in addition, subtraction, multiplication and division to make sure that these skills are secure before moving on
 - use strategies to improve problem solving and mathematical reasoning.
- By July 2013, improve the quality of teaching, increasing the proportion that is good or better, by ensuring that all teachers:
 - do not talk for too long so that pupils maintain high levels of concentration
 - set points by which pupils can measure their success
 - plan interesting opportunities for pupils to use their literacy and numeracy skills across the curriculum.

Main report

Achievement of pupils

Inspection evidence shows that pupils make satisfactory progress from their starting points. Most parents and carers believe that their children are making good progress. As this is a small school, attainment on entry varies with each year. Currently, the vast majority of children arrive in the Early Years Foundation Stage with skills and understanding that are below levels typical for their age, notably in communication and language skills. A strong and successful focus on teaching phonics (the sounds that letters represent) which develops these skills, combined with effective provision, enables children to make good progress so that they reach average levels in all areas of learning, including reading and writing, by the time they enter Year 1.

Thereafter, pupils progress at least as well as all pupils nationally from their starting points. Disabled pupils and those with special educational needs, which include those with communication and moderate learning difficulties, are identified at an early stage and provided with the appropriate support to enable them to make similar progress to their peers.

Lesson observations and school data show that successful initiatives implemented this year have led to improved achievement in reading and writing. An effective partnership with parents and carers has meant that comprehension skills in reading have been reinforced at home and as a result, although overall pupils reach average levels in reading at the end of Year 2, more-able Year 2 pupils do better than all

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pupils nationally at Level 3. Pupils reach average levels in reading by the end of Year 6. However inspection evidence and school data show that the improvements which have been introduced are raising achievement. Regular, short, whole-school sessions on spelling have successfully built on the work that pupils have done to learn their letters and sounds. As a result, pupils are now also achieving better in writing than all pupils nationally. Progress in mathematics is satisfactory but there has been a marked improvement on the previous year as a result of successful small-group work and homework to consolidate number bonds, which is rapidly closing the gap between the lowest 20% of pupils and the rest.

In the majority of lessons seen on inspection, where teachers used their own good subject knowledge and understanding to probe pupils' understanding and guide their learning, progress was good. For example, in a lesson on the use of data to construct graphs, Years 5 and 6 pupils rose to the challenge because the work was at the right level, they understood the questions and how to undertake the necessary operations and the teacher's frequent checks on their learning helped them to improve. Improvements in the teaching of science have had a positive impact on pupils' knowledge, understanding and achievement is at least satisfactory and some is now good. This was a recommended area for improvement from the previous inspection report.

Quality of teaching

Evidence from the inspection shows that while the proportion of good teaching has increased significantly, teaching has had a satisfactory impact on pupils' achievement and is, therefore, satisfactory overall. This is because there is a lack of consistency. Most parents and carers believe that their children are well taught and most pupils say that teaching is effective. In some classes teachers make sure pupils are clear about their learning and then allow plenty of time for pupils to work independently and in an active, practical way. They give pupils clear steps for success to help them structure their work effectively and to know when they have met their learning objective. However this is not always the case. In a small minority of lessons pupils have to sit through lengthy introductions but then struggle in the short time they have to work independently because they do not have any pointers for success to guide them.

The positive impact of improvements in the teaching of reading is evident in the secure foundation that pupils now have in their letters and sounds. Comprehension skills are better because they are regularly reinforced through homework. Relationships with pupils are good and teachers and teaching assistants encourage cooperation and positive attitudes to learning. Teachers promote pupils' spiritual, moral, social and cultural development through planned opportunities, for example, the provision of time for pupils to express their views, work together productively and cooperatively, reflect on the consequences of their actions and respect others and be respected.

In the Reception class, children benefit from well-planned opportunities to practise

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their skills in reading, writing and mathematics both in class and outside.

Practitioners are skilled at responding to children's play and moving learning on. For example, children who had been busily sorting floating balls into those labelled with proper words and those that were not, moved down to the 'builders' workshop'. They put their hard hats on for safety but were delighted to find a mini-beast, which they knew to be a ladybird because of their topic. They excitedly took it to their teacher who skilfully encouraged close observation and prompted the children to talk about their findings, ask questions and speculate.

Teaching assistants are well trained and directed to give disabled pupils and those with special educational needs the support and encouragement they need to succeed. They are also skilled in helping small groups of pupils, giving well-targeted advice on a one-to-one basis when pupils find their work difficult.

Behaviour and safety of pupils

Pupils' behaviour over time is satisfactory. It contributes to a safe and orderly school environment. The school's clear behaviour management procedures are consistently applied. However, on the few occasions when tasks do not fully engage pupils or when they are asked to sit for too long without active involvement, some pupils become restless, chat and lose focus. Pupils, including those with identified behavioural difficulties, are well aware of the school's strategies for managing and improving behaviour and try hard to respond. As a result, improvements over time are evident for individuals and groups, including for those with particular needs. Almost all parents and carers and the majority of pupils believe that behaviour is good in the school and in lessons.

All parents and carers say that their children feel safe in school. This is confirmed by pupils who say bullying is rare. They say that the school takes all forms of bullying seriously and deals effectively with any incidents that occur. They say that racist incidents are uncommon and this is confirmed in school records. Pupils have a good understanding of different forms of bullying, for example name-calling and cyber-bullying and know the steps to take to address them. The school has worked very hard and successfully raised attendance from average to above average.

Leadership and management

The drive and determination of the headteacher and senior leaders, including the governing body, have secured rapid improvement in teaching and in pupils' achievement. Subject leaders are taking an active responsibility for developing their subject areas. This is an improvement since the previous inspection report. Planned actions by leaders and managers have raised achievement and improved the quality of teaching, but monitoring and evaluation have yet to eliminate the inconsistencies that prevent teaching from becoming good. Teachers say that the impact of professional development is positive. Inspection evidence confirms that the work done to successfully raise achievement in writing and science is a good example of this. Achievement in reading has been raised and improvements made in

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mathematics are already bearing fruit. Attendance has improved rapidly and the recommendations of the previous inspection report have been addressed. All staff and pupils are fully committed to the drive and ambition demonstrated by senior leaders. All of these successful actions confirm that the school has the capacity to sustain improvement.

The curriculum is generally matched to pupils' needs, interests and aspirations and together with the school's warm and welcoming ethos it promotes pupils' social, moral, spiritual and cultural development soundly so that the school is a cohesive community. However, it does not always provide enough creative opportunities for pupils to use and apply their skills in English and mathematics in other subjects.

Appropriate support given to disabled pupils and those with special educational needs allows them to access all that is on offer within the school. This demonstrates that the promotion of equality of opportunity is at the heart of all the school's work. There is no discrimination and school policies ensure that pupils know and understand how to prevent and tackle all types of bullying and harassment. Members of the governing body are strong supporters of the school. They work hard to improve their knowledge and understanding of all that goes on and play an important strategic role in the work of the school. They also make sure that the school's arrangements for safeguarding pupils are effective and meet statutory requirements and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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 a pupil 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



11 May 2012

Dear Pupils

**Inspection of Great Wishford Cof E (VA) Primary School, Great Wishford
SP2 0PQ**

Thank you for being so friendly when I came to your school. Thank you also to those of you who filled in the questionnaire. I enjoyed visiting your lessons and talking to you. You were helpful, polite and friendly. Your school gives you a satisfactory standard of education and there are a variety of things your school does well.

You told me that you enjoy school and that you feel safe. I found that everybody in school looks after you well, especially those of you who have difficulties from time to time. I was pleased to see that most of you understand how important it is to come to school regularly.

For the school to become even better, I have asked your headteacher and other staff to:

- help you do better in mathematics by making sure that you have the right skills to help you calculate and solve problems
- make sure teachers give you enough time to do your own work and clear pointers for success so that you know what is expected of you
- make learning even more exciting and plan interesting ways for you to practise your literacy and numeracy skills in other subjects.

I hope that you will all continue to enjoy coming to school and try your hardest to do your very best all the time so that you are even more successful in the future.

Yours sincerely

Barbara Atcheson
Lead inspector

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