

Pewsey Primary School

Inspection report

Unique reference number	126278
Local authority	Wiltshire
Inspection number	381203
Inspection dates	19–20 June 2012
Lead inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Richard Tannasee
Headteacher	Nicola Gilbert
Date of previous school inspection	15–16 October 2008
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Age group	4–11
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Introduction

Inspection team

David Shears

Additional inspector

Denise Morris

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited thirteen lessons taught by six different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at policies, planning documents, assessment data and pupils' work. They analysed the questionnaires returned by 100 parents and carers.

Information about the school

Pewsey Primary is smaller than the average sized primary school. The very large majority of pupils are from White British backgrounds, with a few from a range of minority ethnic groups. The proportion of disabled pupils and those with special educational needs is higher than the national average, although the proportion supported at school action plus or with a statement of special educational needs is lower than the national average. Most have moderate learning difficulties, with a smaller proportion that have behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils who join the school during the year is higher than the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It has gained the Cut Carbon, Cut Cost award and the Extended Services silver award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because the quality of teaching, particularly in mathematics, is not at an outstanding level to ensure all pupils make consistently strong progress at all times.
- Pupils make good progress overall through the school. From a low start, they typically reach average levels of attainment by the time leave school, although in 2011, attainment was above average. However, pupils' progress in mathematics is not yet as consistent as in literacy.
- The quality of teaching overall is good, particularly in English. This is because the school has focused well on improving pupils' skills in reading and writing through the improved teaching of phonics (the sounds that letters make) and the regular practice of writing skills in other subjects. Teaching is on occasions less effective in mathematics because pupils are not always rigorously challenged in their thinking. Marking is inconsistent in helping them to know how to improve and there are not enough opportunities for pupils to practise their mathematical skills across the curriculum.
- Pupils enjoy learning, behave well and feel safe. They are polite and considerate both in lessons in the playground and around the school. They have positive attitudes and make a good contribution to their learning in lessons by listening carefully and working hard. Attendance is above the national average.
- Leadership and management are good. Senior leaders and managers have a clear understanding of the school's strengths and successfully lead improvements. In particular, the quality of tracking of pupils' progress and the use of this information to respond to any concerns are particularly strong. The management of teaching, including the management of performance, is generally good. However, the implementation of agreed whole-school improvement strategies is not always checked to ensure that they are being used consistently in every class.

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What does the school need to do to improve further?

- Raise the overall quality of teaching from good to outstanding in order to further accelerate progress, particularly in mathematics, by ensuring that:
 - assessment is used rigorously to plan work that consistently challenges all pupils to achieve their best in lessons
 - targets are known, understood and used by all pupils
 - marking consistently gives pupils the next steps in their learning and gives them opportunities to respond
 - pupils increasingly have planned opportunities to practise their mathematical skills in other subjects.
- Strengthen the effectiveness of leaders and managers by ensuring that agreed improvements to teaching are consistently and effectively applied across the school.

Main report

Achievement of pupils

Pupils' attainment on entry has declined since the previous inspection and is now well below age-related expectations. Children make good progress in the Early Years Foundation Stage, particularly in early language skills. For example, in one lesson children were successfully learning to blend letters together to read words, providing a good base for developing their early reading skills, and then practising writing other words using the same sounds. This good rate of progress continues through Years 1 and 2 which means pupils start Year 3 with broadly average levels of attainment. In Years 3 to 6, the rate of progress is good overall, and is increasing, and this is having a strong impact on attainment which was above average overall in 2011. Pupils build well on their average reading skills at Year 2, reaching above average levels by the end of Year 6. The progress of all different groups such as those known to be eligible for free school meals, those from minority ethnic backgrounds and those who join the school during the year is good overall. Disabled pupils and those with special educational needs make good progress because they receive tailored support designed to meet their needs. Similarly, those with behavioural, emotional and social difficulties make good progress in their personal development and this is having a positive impact on their learning.

Progress in English is, on occasions, stronger than that in mathematics because in some lessons assessment is not being used rigorously enough to ensure that work matches pupils' ability. For example, in an English lesson, pupils were all working at writing a script for a play. More-able pupils were able to extend their knowledge by adding specific directions to enable the actor to know how to say the lines, while less-able pupils were exploring how to write speech. Conversely, in a mathematics lesson, all pupils were learning the same skill in measuring parts of their body using rulers, with little extension for more-able pupils.

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The very large majority of parents and carers who responded to the questionnaire felt that their children were making good progress. Inspectors found that pupils are making good progress in English, although it is not as strong in mathematics.

Quality of teaching

The quality of teaching is good overall. A positive ethos results in good relationships between staff and pupils; there is an atmosphere of mutual respect and care. Secure teacher knowledge and good use of information and communication technology enhance teaching. In most lessons assessment is used well to plan lessons, although this is not yet consistent across the school in mathematics. For example, in one mathematics lesson about measuring angles, the work for some pupils was not challenging enough to enable good progress. However, in an English lesson where pupils were writing a persuasive letter, they were being challenged to improve their first draft by responding to the teacher's marking that clearly told them what needed to be improved to reach the next level.

Similarly, pupils have a good understanding of their targets in English, but this is not yet as strong in mathematics. Teaching assistants are used well to give support and they engage positively with pupils. In particular, disabled pupils and those with special educational needs and pupils who have been identified as being at risk of underachievement benefit from a variety of interventions. Their progress is carefully tracked and evaluated to ensure that they make good gains in their learning. Teachers consistently mark work, including encouraging comments. However, they do not consistently make clear in mathematics what pupils need to do to make their work even better. In some classes where this does occur there are not enough opportunities for pupils to respond to marking.

Teachers interpret the curriculum in imaginative ways through topics that engage pupils well, both in school and on visits. They provide ample opportunities for pupils to explore their spiritual, moral, social and cultural development in a variety of subjects. For example, in one topic on 'Fairness and Freedom' pupils explore issues such as slavery and the importance of fairtrade. Pupils have the opportunity to learn about a number of faiths, including Christianity, and regularly visit the local church to celebrate special occasions such as harvest and Christmas.

There are many opportunities for pupils to practise their literacy skills in other subjects and these are often linked to pupils' information and communication skills. For example, pupils have used computers to research and then write about a variety of Olympic athletes who have medals. In particular, pupils have daily opportunities to practise their knowledge of phonics (the sounds that letters make) and reading skills are taught and developed well across the school. However, there are not enough planned opportunities for pupils to practise their mathematical skills in other subjects.

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Behaviour and safety of pupils

The very large majority of parents and carers who responded to the questionnaire feel that pupils are safe and behave well, and the large majority of pupils agree. Pupils are always polite and friendly, contributing well to the harmonious and relaxed atmosphere in the school. They sustain their concentration in lessons and have positive attitudes to learning. Just occasionally, when teaching is less effective, a small minority of pupils lose focus. Pupils behave well in the playground and enjoy each other's company. While pupils agree that for a few, good behaviour is sometimes a challenge, they are fully confident that adults manage this well and so they feel safe. Good provision is made for pupils with behavioural, emotional and social difficulties through a pastoral care manager who runs specific programmes that meet their needs. Pupils have a strong sense of fairness and have a clear understanding of right and wrong. They work and play well together.

Pupils have a good understanding of various forms of bullying such as cyber bullying, physical bullying and mental bullying. Pupils are confident and adamant that should any bullying occur it would be dealt with swiftly by adults in the school. Pupils know how to keep themselves safe. The school supports this well through providing courses, such as those on cycling safely and citizenship. Visitors talk about issues such as fire safety and drug awareness. All pupils have a weekly swimming lesson and consequently have a very good understanding of water safety.

Attendance is above the national average. There are effective systems to monitor absence and encourage good attendance.

Leadership and management

Under the strong leadership of the headteacher, the school has made good improvements, particularly to the teaching of reading and writing. The senior leadership team has identified the need to focus more on the quality of teaching in mathematics to match more consistently that in English. They give good support and challenge and, as a result, weaker teaching is generally tackled effectively. All staff have clear indicators of their own strengths and areas for development as part of effective performance management. However, while leaders and managers identify whole-school improvements and agree these with staff, these are occasions when these improvements are not monitored to check that they have been fully implemented in all classes. Consequently, in some areas such as the quality of marking, good practice is not yet consistent in every class.

Regular meetings are held with individual teachers to discuss the progress of all pupils. Appropriately challenging targets are set for pupils of all abilities, including disabled pupils and those with special educational needs. Any identified as being at risk of underachievement receive interventions to accelerate their learning and these are monitored and evaluated for their effectiveness. This is a particularly strong aspect of the school's work. Both senior and middle leaders are effective in the analysis of data to show how well groups of pupils are achieving, checking to make

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sure that none are falling behind. This demonstrates the school's continuing capacity to improve and its effective promotion of equality and tackling of discrimination.

Leaders and managers at all levels are continuing to develop a curriculum based on skills and, within this, promoting the spiritual, moral, social and cultural development of pupils. In particular, there is a strong focus on local culture. Leaders and managers value pupils as individuals and promote inclusivity for all, regardless of their abilities or difficulties. Pupils are well cared for and consequently feel safe. School leaders and managers ensure that the school's safeguarding policies and procedures meet current government requirements.

Members of the governing body have a good understanding of the school's strengths and areas for development and give effective support. They are able to appropriately challenge the work and performance of the school. They, along with the staff, have good relationships with parents and carers, who speak highly of the school.

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.



21 June 2012

Dear Pupils

Inspection of Pewsey Primary School, Pewsey SN9 5EJ

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your good school. You told us, both in person and through your questionnaires, that you enjoy school because people are kind and nice to each other. When there are any difficulties you told us that you still feel safe because 'teachers stay calm and deal with them well'. You all have a very clear understanding of how you should behave in school. We were very pleased to see you all demonstrating this when we were with you.

We were very impressed with your knowledge of how to keep safe, both in school and at other times. It was good to listen to you sharing all the exciting activities you experience both in school and out on special visits.

We are pleased that you are making good progress, particularly in reading and writing, and we want to make sure that you are equally as good in mathematics. To help you to do this we have asked your headteacher, teachers and governors to make sure that:

- all of you have work that is challenging enough
- you know and understand your individual targets
- they tell you in marking how to improve your work and give you opportunities to respond
- you have more opportunities to practise your mathematical skills in other subjects
- they check to make sure that improvements can be seen in every class.

You could help by asking your teacher if you are not sure what you need to do to improve your work.

Thank you again for looking after us so well. We wish you all the very best for the future.

Yours sincerely

David Shears
Lead inspector

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