

# Hullavington Church of England Primary School

The Street, Hullavington, Chippenham, Wiltshire, SN14 6EF

**Inspection dates** 21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well. Attainment has improved steadily since the last inspection and is now above average in both English and mathematics.
- The quality of teaching is consistently good. Marking is effective in helping pupils to improve their work.
- Pupils behave well, enjoy school and feel safe. Attendance is high. Pupils are keen to learn and they concentrate well in lessons.
- Leadership and management are good. The staff work closely as a team and morale is high.
- Senior leaders and governors have a thorough and accurate view of the school's provision and pupils' progress. This enables the right priorities to be set in the good quality plan to make the school even better.
- Pupils' personal and social development is excellent. By the time they leave, pupils are mature and responsible.

### It is not yet an outstanding school because

- Achievement and learning are good rather than outstanding because there is not enough outstanding teaching to lift progress to the next level.
- Work set is sometimes too easy for the more able pupils, particularly in writing in Year 2 and mathematics in Year 6.

## Information about this inspection

- The inspection was carried out with a half day's notice.
- The inspector observed 10 lessons taught by seven members of staff. Of these, five were joint observations undertaken with the headteacher.
- The inspector held meetings with members of the governing body and with groups of pupils. A telephone conversation was held with a representative of the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by all the staff were taken into account.
- Informal discussions were held with parents and carers at the beginning of the school day. Account was also taken of the views of the 27 parents and carers who completed the online questionnaire (Parent View).
- The inspector reviewed a wide range of documentation, including the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan, the school's self-evaluation, leaders' monitoring of teaching reports, and pupils' work.

## Inspection team

Keith Sadler, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Hullavington is much smaller than the average-sized primary school. The school serves the village and the nearby army barracks.
- The large majority of pupils are of White British heritage. There are a few from each of a wide range of minority ethnic groups. The proportion of pupils whose first language is not English is above the national average. No pupils are at an early stage of learning English.
- The proportion of pupils known to be eligible for free school meals is below average. These pupils, along with the high number of pupils who are from military families, are entitled to extra support funded by the pupil premium initiative, additional money from the government to support pupils in these categories.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress.
- The proportion of pupils that enter and leave the school at other than normal times is very high, due to military postings. For example, fewer than half the current Year 6 pupils have been in the school since the Reception Year.
- The school does not use any alternative provision.

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

- Lift the quality of teaching and accelerate pupils' learning from good to outstanding by ensuring that:
  - more pupils reach above average standards in writing at the end of Year 2 by strengthening their spelling skills and providing more opportunities for pupils to write longer pieces of work
  - more pupils gain the higher levels in mathematics at the end of Year 6 by providing more opportunities to apply their good calculation skills in problem-solving activities
  - work set provides consistently high challenge for the more able pupils
  - teachers' questioning of pupils encourages all to think and give extended answers.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry to the Reception class are at the levels expected for their age. They make good progress in their learning because teaching is good. Good progress is maintained through all year groups and this results in attainment that is above average at the end of Year 6 in reading, writing and mathematics. In the 2012 national tests, all pupils made at least the expected progress from their various starting points, with many exceeding this.
- Pupils achieve particularly well in reading because there is a good programme in place to support their learning. From the earliest age, letters and the sounds that they make are taught well. This results in pupils being able to build words efficiently, thus enabling them to read with accuracy. In consequence, attainment is above average at the end of Year 2. In Key Stage 2, the systematic teaching, including well-organised group reading, means that progress continues to be good. By the time they reach Year 6, pupils are sophisticated readers who enjoy reading widely. They talk confidently about their favourite authors and express preferences succinctly, using well-founded reasoning.
- Throughout the school, most pupils develop good writing skills because there are many opportunities to practise them. Staff are also good at developing pupils' understanding of the way of life of other people through writing. Years 3 and 4 pupils, for example, enjoyed reading and writing about a Somalian boy's life in the text being studied. However, the progress of more able pupils in Years 1 and 2 is hampered because their spelling skills are relatively weak. In addition, they are given too few opportunities to write longer pieces of work. In consequence, a smaller proportion of pupils gain the higher Level 3 at the end of Year 2 in writing than in reading or mathematics.
- Mathematics is taught well. Achievement is particularly strong in Years 1 and 2, with staff providing many opportunities for pupils to learn using practical apparatus. This was evident in an outstanding lesson when pupils thoroughly enjoyed working together to identify and describe regular three-dimensional shapes. Here, challenge was high for more able pupils. By the end of Year 2, attainment is exceptionally high in mathematics.
- In Key Stage 2, progress continues to be good in mathematics. However, some work lacks challenge for the most able pupils. In particular, there are too few opportunities for pupils to apply their good calculation skills to solve problems.
- Disabled pupils and those who have special educational needs make good progress. This is because work is tailored well to meet their individual needs and additional support is provided both in withdrawal groups by the specialist teacher and by teaching assistants in classes.
- Pupils supported by the pupil premium also make good progress. They benefit, for example, from specialist support teaching in both literacy and numeracy. As a result, some of them did particularly well last year in English and mathematics and all made the expected level in their Year 6 tests, with some exceeding this.
- Pupils who join the school at times other than at the beginning of the Reception Year settle quickly and well. They make equally good progress as their classmates from their different starting points. Those that speak English as an additional language also make good progress in both literacy and numeracy.

### The quality of teaching is good

- Almost all teaching is good. Teachers ensure that there is a positive atmosphere in all the classrooms and relationships are good. Senior staff have put a good training programme in place to improve weaknesses identified at the previous inspection. For example, marking was weak and there was not enough guidance given. This is no longer the case and marking is of high quality. Staff involve pupils in their marking and give time for pupils to respond to the comments

they make. This helps pupils to know what they have to do next. Furthermore, targets in literacy and numeracy books help pupils to know how to reach the next level.

- Pupils say that they enjoy learning and that their teachers help them to learn. This is supported by parents and carers who were unanimous in their support when completing the on-line questionnaire. As one Year 6 pupil said, 'Our teachers make sure that work is hard and we like that.' However, this is not always the case, particularly in mathematics, where work is sometimes lacking in challenge for more able pupils in Year 6, and in writing for more able Year 2 pupils.
- Teachers' planning, which was a weakness previously, is now good. Throughout the school, teachers' lesson plans provide a good range of work that is generally matched well to pupils' needs. Even so, in a few lessons, teachers do not check pupils' understanding well enough through effective questioning. This is because questions require 'yes' or 'no' answers rather than demanding longer explanations that would show whether pupils have understood the new learning.
- Teachers' clear explanations are particularly helpful for disabled pupils and those who have special educational needs. Teachers also provide good quality prompts to enable these pupils to make good progress.
- Reading and writing are taught well. In the Reception class, the teacher develops the children's early reading skills very well through good teaching of phonics. As a result, children are skilled at sounding out and blending words.

### **The behaviour and safety of pupils** are good

- Pupils are eager to learn and keen to do well. This is reflected in their high levels of attendance.
- Pupils say that behaviour is consistently good and their lessons are not interrupted by pupils not behaving well. They also say that they feel safe in school. Parents and carers agree and are unanimous in saying that their children are happy at school, are kept safe and that the school makes sure that their children are well behaved. Behaviour is good both in lessons and around the school.
- Pupils play happily together during break times – even when it is pouring with rain! They are considerate to each other. In the rare instances of pupils having disagreements, they say that they are confident that their teachers will act quickly to resolve any problems.
- A large number of pupils, almost entirely from military families, enter and leave school during the year. Pupils who enter school during the year are particularly keen to explain how they are helped and supported to enjoy school from their first day. This is because there is a warm and inclusive atmosphere in the school. As a Year 6 girl said, 'It's like a big family here.'
- There is a strong personal and social curriculum and this helps pupils to know that bullying can take different forms. This, along with the many opportunities that staff provide for pupils to work in pairs and small groups, ensures that by the time they reach Year 6, pupils are prepared well to move to secondary school and they have high self-esteem.
- Behaviour and safety are not outstanding because, on occasion, pupils become distracted in their learning and lose concentration.

### **The leadership and management** are good

- All the staff work closely together as a team and, along with the governing body, all aim high for the school. They want all pupils to make excellent progress regardless of their ability or background. In order to achieve this, senior staff have developed excellent systems for checking the quality of teaching and pupils' progress. This enables them to have a clear view of the strengths and weaknesses in teaching and learning. In consequence, there is a well-planned programme of support and training for staff that is focused well on the most important areas to

improve. Improvements in marking are a good example of this.

- Effective arrangements for checking the performance of teachers ensure that there is a strong link between the quality of each teacher's classroom performance, their contribution to whole-school improvement and increases in salary. Where there have been increases, these have been warranted.
  - The local authority provides 'light touch' support for the school. This is because results in national tests have steadily improved to their current above average levels. A local authority officer visits the school regularly to discuss and evaluate how well it is doing.
  - Parents and carers are unanimous in their support of the school. They are provided with useful information through the website and regular newsletters. There are daily opportunities for parents and carers to meet with teachers and the headteacher and they say that they very much appreciate this open approach.
  - The school develops the pupils' spiritual, moral, social and cultural development well. The school's values are strongly promoted through assemblies, lessons, visits and after-school clubs. Musical activities are promoted well and there are many opportunities for pupils to learn instruments as well as benefitting from good quality specialist music teaching.
  - The way subjects are organised across the school is well thought out. Changes to the way reading, writing and number skills are taught and organised have helped to accelerate pupils' progress. In addition, a more creative approach to learning has been developed with regular theme days and weeks. This is complemented well by the closer linking of subjects so that teachers take every opportunity for pupils to practise their literacy and numeracy skills through the topic themes being taught.
  - **The governance of the school:**
    - The governing body is committed to the school's improvement and this is demonstrated by the good support it provides. Governors receive detailed analyses of pupils' progress which give them an insight into the school's strengths and weaknesses. They are clear, for example, about what aspects of teaching have been improved since the previous inspection and know how teachers' performance is linked to salary progression. They provide good support for the school through their regular attendance at school events. Their ability to offer challenge is enhanced by the good systems that are in place for each governor to be linked to an area of the school. This results in governors receiving good quality reports and action plans from the staff. Governors have checked that pupil premium funding has resulted in those pupils that it supports making good progress. Governors ensure that they are kept up to date by attending regular training. They also ensure that the school's safeguarding arrangements are reviewed regularly and meet national requirements.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126330
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	406361

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Gane
<b>Headteacher</b>	Sue Tudge
<b>Date of previous school inspection</b>	3–4 March 2011
<b>Telephone number</b>	01666 837604
<b>Fax number</b>	01666 837604
<b>Email address</b>	admin@hullavington.wilts.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

