

Alderbury and West Grimstead Church of England Primary School

Firs Road, Salisbury, SP5 3BD,

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 leave school at the end of Year 6 with skills in reading, writing and mathematics that are consistently above the national average.
- Pupils enter the school in Reception with skills expected for their age, and make good or better progress in all areas throughout their time in the school.
- Teaching is consistently good and engages pupils in interesting activities that encourage them to think deeply about what they are learning.
- Pupils are provided with timely and relevant feedback from teachers about how well they are doing in their learning; they also know exactly what they need to do to improve.
- Pupils feel safe and behave well in lessons and around the school. They show respect to each other and listen carefully to each other's contributions in lessons.
- The inspirational leadership of the headteacher, supported by leaders throughout the school, has led to consistently good pupil achievement and improvements in teaching.
- The governing body uses its excellent knowledge and skills to support school leaders in ensuring that the quality of teaching is good and continually improving.

It is not yet an outstanding school because

- Pupils in Key Stage 1, particularly the most able, are not always provided with challenging enough work and are capable of making more rapid progress in reading, writing and mathematics than they are doing at the moment.
- Pupils in Key Stage 1 are not always encouraged to ask questions in order to extend their understanding in lessons.

Information about this inspection

- The inspector observed seven lessons, of which four were joint observations with the headteacher. In addition, the inspector made several other short visits to lessons.
- The inspector looked at a range of documentation about the school, including safeguarding documents, attendance records and the school's own data about the progress pupils make throughout the school.
- Discussions were held with the joint Chairs of the Governing Body, a representative from the local authority, and senior and middle leaders.
- A range of pupils' work was looked at closely, and informal and formal discussions were held with pupils.
- The inspector listened to pupils from Years 1 to 6 read, as well as listening to pupils read as part of their lessons.
- The inspector took account of 30 responses to the on-line questionnaire for parents (Parent View) and other communication from parents submitted during the inspection. In addition, views were sought from parents as they collected their children from school, and the findings from the school's most recent parent questionnaire were also looked at.

Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school, where most pupils are of White British heritage. There is a larger proportion of Gypsy, Roma and Traveller families than that found nationally.
- The headteacher has been in post since September 2011. Pupils are taught in mixed-age classes in all years except Reception.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is below the national average.
- The proportion of pupils who are disabled or have special educational needs, supported by school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a pre-school and day centre on the school site, which are not managed by the governing body and were not part of this inspection.
- The school does not provide any other additional provision for its pupils.

What does the school need to do to improve further?

- Ensure that all pupils in Key Stage 1 make rapid and sustained progress by:
 - setting learning activities in lessons that more able pupils find challenging
 - encouraging an investigative approach to tasks in lessons, so that pupils routinely ask questions to extend their skills and understanding.

Inspection judgements

The achievement of pupils

is good

- Children enter the school with skills in reading, writing and communication that are in line with typical expectations for their age. They make good progress in Reception, especially in linking sounds and letters, and enter Year 1 with above average literacy and numeracy skills.
- Throughout Key Stage 1 pupils continue to make good progress. However, some pupils, particularly the most able, are capable of making even better progress than they are doing at the moment because they are not always given work that stretches them to reach even higher levels.
- In Key Stage 2, all pupils make rapid gains in continuing to develop their reading, writing and mathematical skills so that when they leave the school their skills in these areas are above the national average.
- Achievement has improved since the previous inspection so that pupils consistently make good progress in reading, writing and mathematics in all year groups. The proportion of pupils making better than expected progress is high in Key Stage 2.
- Pupils enjoy reading and are encouraged to read a variety of texts for pleasure and for information. Pupils use their knowledge of phonics (linking sounds to letters) to help them read unfamiliar words. Pupils in Key Stage 2 are confident and enthusiastic readers, and read challenging texts. However, competent readers in Key Stage 1 at times have reading books that are too easy for them.
- Pupils who are eligible for the pupil premium, disabled pupils and those with special educational needs, and those from Gypsy, Roma and Traveller background benefit from a range of additional support, for example individual tuition to develop specific aspects of reading, writing and mathematics. This results in these pupils making good progress in line with their peers across the school.
- Pupils make good progress in lessons where they readily tackle tasks that engage and interest them, and staff encourage them to talk openly about what they are learning.

The quality of teaching

is good

- Teaching is consistently good across the school. Pupils enjoy their lessons because of the variety of learning activities that allow them to work independently and together on a range of interesting topics.
- Pupils know exactly how well they are doing with their learning, and the use of the school 'target bookmarks' in Key Stage 2 help pupils to understand the high expectations that their teachers have for them. Pupils readily discuss how well they are doing with each other.
- Marking across the school is a strength. Teachers' written comments are consistently used for encouraging the high standard of presentation expected and staff take every opportunity to identify where pupils can improve their work. Pupils in Key Stage 2 often assess each other's written work and contributions to class, providing pertinent and helpful feedback. This contributes to a positive learning environment where pupils strive to do their best.
- Learning activities, in the vast majority of cases, are pitched at exactly the right level of difficulty and challenge to ensure that pupils develop their skills in English and mathematics at a good pace. In a few instances, activities for pupils in Key Stage 1, particularly the most able, are not challenging enough for these pupils to achieve their potential, and pupils do not routinely ask questions relating to their learning as they wait for the teacher to tell them what to do.
- Teaching assistants are used effectively to ensure that pupils make good progress in their learning. Their interactions with groups of pupils or with individuals are of high quality and they

quickly establish the depth of knowledge and understanding of each pupil. Carefully planned activities for pupils eligible for the pupil premium as well as disabled pupils and those who have special educational needs mean that these pupils learn well across the school.

The behaviour and safety of pupils

are good

- Pupils are well behaved, polite, well mannered and courteous. They treat each other and adults with respect and their behaviour around the school is sensitive to the needs of others.
- They are keen to learn and are responsive to teachers' question in lessons. They listen attentively to each other's opinions and contributions in class, and they work well independently and collaboratively.
- Pupils feel safe in school and have a good awareness of how to keep themselves safe in a variety of situations including, for example, when using the internet.
- They have a clear awareness of the different types of bullying, including prejudice-based bullying. Incidents of bullying are rare and are dealt with swiftly and effectively by adults in the school.
- Attendance rates are consistently above the national average. The school uses a range of strategies to encourage and reward high attendance, for example some of the additional funding from the pupil premium is used to employ a member of staff to establish and maintain home-school links. This is very successful in ensuring high attendance from all pupils.
- These positive aspects of the behaviour and safety of pupils in this school are supported by parents' and pupils' views gathered during the inspection.

The leadership and management

are good

- The inspirational leadership of the headteacher has created a highly positive culture within the school. Senior and middle leaders work effectively as a team to ensure their high expectations of how well pupils can achieve are translated into practice.
- Accurate and regular evaluation of school performance by leaders within the school is used to identify areas for the school to improve further. For example, a focus on training teaching assistants to develop particular aspects of pupils' learning, and developing a consistent approach to marking across the school has led to improvements in the quality of teaching since the last inspection.
- The quality of teaching is monitored regularly. The headteacher and senior leaders are involved in observing lessons across the school and the outcomes of these observations are used to provide whole-school professional development which ensures that teaching is good and constantly improving.
- Performance management targets for teachers are closely linked to pupils' achievement across the school. The headteacher and the governing body rigorously assess whether teachers have met these targets, and review teachers' pay accordingly.
- The school ensures that all pupils are fully involved in school life and that there is no discrimination. Equality of opportunity is promoted well. Additional support provided through the pupil premium for individual pupils provides effective nurturing and academic support.
- The curriculum is broad and balanced and provides several opportunities for additional experiences for pupils, including a variety of clubs and trips. In particular, the school provides well for the social, moral, spiritual and cultural education of its pupils, promoting the Christian values that are evident throughout the school.

- The local authority provides effective support for this good school, with regular visits to discuss all aspects of the school’s work with the headteacher.

■ **The governance of the school:**

- The governing body is highly effective in systematically challenging school leaders about how well pupils are achieving across the school in a range of subjects. Governors are passionate and committed to the constant improvements that the school is making, and regularly update their skills and knowledge so that they are fully aware of the performance of the school in comparison to other schools. The governing body sets challenging yet realistic targets for the headteacher and this has contributed to the good quality of teaching and pupils’ achievement. It has a clear view of how the performance of staff is managed across the school and how this links to salary progression for teachers. Governors analyse how the pupil premium is spent so that it is effective in helping those pupils eligible for the additional support.

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

Unique reference number	126445
Local authority	Wiltshire
Inspection number	406366

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Emma Baker and Ruth Owen
Headteacher	Alison Small
Date of previous school inspection	5–6 July 2011
Telephone number	01722 710464
Fax number	01722 710433
Email address	admin@alderbury.wilts.sch.uk

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