

Old Sarum Primary School

Pheasant Drive, Old Sarum, Salisbury, Wiltshire SP4 6GH

Inspection dates

12–13 December 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the quality of teaching is good in Key Stage 1, it requires improvement throughout the rest of the school. Teachers do not always ensure that pupils achieve the progress they are capable of because their expectations are not high enough.
- The standard of pupils' writing is in need of improvement, especially in Years 5 and 6. Pupils do not have enough opportunities to develop their ability to use the basic skills of punctuation and spelling successfully when writing longer pieces of work.
- When the pace of learning in lessons slows pupils start to lose interest in the work they are asked to complete, and this slows their progress.
- The leadership and management of the school require improvement because until recently the governing body failed to support the school sufficiently. Governors are only now beginning to give the school the level of support it needs in order to improve its effectiveness.

The school has the following strengths

- The headteacher and his senior leadership team have brought stability to the school after a year of high staff turnover and lack of effective support from the governing body. They have developed a realistic view of the school's strengths and have developed effective arrangements for monitoring the quality of teaching and learning. These are now being used well to tackle the areas of weakness in pupils' achievement.
- Teachers and teaching assistants manage pupils' behaviour consistently well. As a result, pupils' behaviour is good in lessons and when at play.
- The school provides a very safe and secure environment for pupils. Parents and carers appreciate that all pupils are well cared for.
- The school has made effective use of the support it has received from the local authority and this has helped to improve its effectiveness in improving pupils' progress since September 2012.
- Pupils enjoy school and attendance is above average.

Information about this inspection

- This inspection was carried out with half a day's notice and took place over two days.
- The inspector observed 10 lessons. One was a joint observation with the headteacher.
- The inspector heard pupils from Year 2 and Year 6 read and made short observations of sessions on the teaching of phonics (linking letters and sounds).
- Discussions were held with the headteacher, the school's senior leadership team, parents and carers, a representative of the local authority, several members of the governing body and pupils.
- The inspector observed pupils' attitudes and behaviour and scrutinised the school's safeguarding procedures.
- The inspector took account of the eight responses to the on-line Parent View survey in planning and carrying out the inspection. He also took account of the views of school staff in the 11 completed questionnaires.
- The inspector observed the work of the school and looked at documentation including the school's self-evaluation, teachers' planning, school development planning, tracking documentation of individual pupils' progress, performance management documentation, governing body minutes and a range of school policy documents.

Inspection team

Michael Barron, Lead inspector

Additional inspector

Full report

Information about this school

- This school was opened in newly-built premises in September 2011. It has smaller number of pupils on roll than an average-sized primary school, although the roll is steadily increasing.
- Pupils come from mainly White British heritages.
- The proportion of pupils known to be eligible for the pupil premium, mainly those known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above the national average, although the proportion supported at school action plus or with a statement of special educational needs is well below average.
- There is a pre-school setting on the school site which is not managed by the governing body and was therefore not included as part of this inspection.
- The school only had one pupil in Year 6 during the last academic year and he made more than the expected level of progress in both mathematics and English. As a result, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is presently part of the Wiltshire Improving Schools Partnership and receives support from the local authority.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in classes other than in Key Stage 1 so that all pupils make at least good progress in all year groups by:
 - making sure teachers always have high expectations of what pupils are capable of achieving in lessons
 - making sure that pupils are always interested and attentive in lessons and ensuring that the pace of learning does not slow down.
- Improve the standard of pupils' writing, especially in Year 5 and Year 6 by:
 - making pupils focus more on punctuating and spelling correctly when completing longer pieces of writing.
- Improve the effectiveness of leadership and management by:
 - ensuring that the governing body provides a better level both of support and challenge for the leadership in continuing the drive for improvement
 - making sure all new members of the governing body receive training to carry out their duties well.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of parents and carers who completed the on-line questionnaire or who were interviewed during the inspection believe that their children are making good progress. However, some voiced doubts and their view is more accurate.
- Children enter the school's Early Years Foundation Stage with the skill levels typically seen for their age with the exception of their social development and language skills, including early reading skills, which are lower than expected. Although pupils make good progress in Years 1 and 2, children in Reception and pupils in Years 3 to 6 do not make enough progress, which is why achievement requires improvement. Disabled pupils or pupils who have special educational needs make similar progress to all other pupils across the school.
- Achievement in reading is good in Key Stage 1 because teachers build up pupils' literacy and reading skills systematically. Phonic skills (linking letters and sounds) are taught well. As a result, pupils reading skills in Year 2 are average for their age.
- The standard of work of the small number of pupils presently in Year 6 is below average in reading, writing and mathematics. However, this represents expected progress for this group of lower ability pupils who only joined the school in Year 5. In all other year groups pupils attain average standards in reading and mathematics.
- Throughout the school pupils find it difficult to use basic punctuation and spelling correctly when completing longer pieces of written work, and do not make the progress they should in developing their writing skills. This is especially the case in Years 5 and 6 where pupils do not have enough opportunities to build up their skills and confidence to write longer pieces of work successfully.
- The attainment of pupils entitled to the pupil premium has risen because the school has used the extra funding to improve the level of support for these pupils in lessons. For example, the school provides one-to-one teaching support for those pupils who need it in order to make progress in developing their reading skills.

The quality of teaching

requires improvement

- The quality of teaching varies throughout the school. Some teaching is good, especially in Key Stage 1, and enables pupils to make the progress they are capable of. However, too much of the teaching throughout the rest of the school requires improvement because it results in pupils not achieving as well as they should.
- When teaching is of a good quality, lessons are well planned and taught at a pace which keeps pupils on task and interested. In these lessons the work is well matched to pupils' different abilities. Pupils requiring extra help with learning, including disabled pupils and those with special educational needs, are well supported and therefore make the same good progress as all other pupils in these lessons.
- The teaching in Years 1 and 2 motivates pupils to learn well. Teachers and teaching assistants together make lessons interesting. For example, in a literacy lesson, the teacher skilfully linked a range of tasks for pupils who were labelling the features of a chimpanzee's face. Pupils worked hard and made good progress because the topic caught their imaginations well.
- By comparison, the pace of lessons and pupils' rate of learning are slower in other lessons. Sometimes lesson introductions go on too long and occasionally pupils find the work either too hard or, more commonly, too easy. It fails to sustain their interest and they drift off task.

As a result, the noise level in classrooms very occasionally increases and this can sometimes lead to more pupils losing concentration and not making enough progress.

- The quality of teachers' marking varies slightly, but the majority is good and pupils say that it helps them to improve their work and gives them specific guidance on what they need to do to meet their learning targets.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and pupils have positive attitudes to learning even though they say that they sometimes lose concentration in lessons. They are polite and show respect for other pupils and adults.
- Pupils say that they enjoy school and this is reflected in their above average attendance and good punctuality each morning.
- Parents and carers believe that the school is a safe and secure place and that their children are well cared for. Pupils also say that they feel safe in school, including in the playground, and are confident that adults will always help them if they have any concerns.
- During the inspection the behaviour of the vast majority of pupils was good. No incidences of misbehaviour were observed, although there was a tendency for pupils to talk to each other in lessons if they lost concentration, and behaviour is not outstanding.
- Pupils say that there are few incidents of poor behaviour and that instances of bullying are extremely rare. They are also confident that should bullying of any type ever occur, for example physical, emotional or cyber bullying, it would be dealt with quickly and firmly by adults.

The leadership and management requires improvement

- The headteacher is dedicated to improving the school's effectiveness and has coped well leading the school through a difficult year-long period of instability since it opened in September 2011. He has received a good level of support from his senior leadership team and also from the local authority, which acted quickly to help the school when it became clear that the governing body was not supporting the school as well as it should.
- The quality of the school's self-evaluation is good. The headteacher has worked well with the Wiltshire School Improvement Partnership to ensure that the school has developed a realistic view of its strengths and areas of weakness. He has the full support of the staff in his efforts to improve the quality of teaching in order to improve pupils' achievement. Staff morale is good and teachers and teaching assistants display a common sense of purpose to ensure that the school continues to improve pupils' education.
- The school has performance management systems in place which are directly linked to holding teachers to account for pupils' progress. The school is beginning to use these effectively to improve the quality of teaching and to ensure that teachers' professional development is linked well to school improvement planning, for example building up their teaching skills and subject knowledge through sharing good teaching practice.
- The school has developed a curriculum which mixes subjects together well and pupils say that they enjoy this approach to learning. However, it does not provide pupils in Years 5 and 6 with enough opportunities to develop their punctuation and spelling skills when writing longer pieces of work.
- The curriculum promotes pupils' safety and well-being effectively. Procedures for safeguarding pupils are fully in place and the school's safeguarding policies are reviewed on a

regular basis.

- Pupils' spiritual, moral, social and cultural development is promoted well. This is reflected in pupils' good behaviour, their respect for others and their positive attitudes to school. Pupils say that they enjoy visits to places of interest and meeting interesting visitors to the school.
 - The school has fostered good relationships with parents and carers, who correctly believe that the school is very welcoming to all pupils and does not tolerate discrimination of any kind. All pupils, including disabled pupils and those with special educational needs, are provided with the support they need in order to take a full part in school activities.
 - Pupil premium funding is being used effectively to ensure that the individual pupils entitled to receive extra help with their learning are well supported. For example, the more able pupils in this group are provided with extra mathematics sessions to ensure they make the progress they are capable of and the funding provides lower ability pupils with regular small group sessions. The headteacher and governing body check on the outcomes of these sessions to make sure that the funding is being used effectively.
 - **The governance of the school:**
 - The governing body now fulfils all its statutory duties, including those related to the safeguarding of pupils. However, the governing body did not provide the school with an effective level of support from the school's opening in September 2011 until the summer of 2012. This situation is now being addressed. The governing body presently contains several new members, including parent governors. Under the leadership of a new chairperson and vice-chairman, the governing body now works closely with the school and offers it a good level of support. Governors are beginning to check the school's effectiveness and regularly visit the school to check on the quality of teaching so that they can be more involved in decisions taken over teachers' salary progression linked to pupils' performance. They are not afraid to ask searching questions. However, not all new governors have yet received the training they require to fulfil their roles successfully.
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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	134788
Local authority	Wiltshire
Inspection number	400311

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	84
Appropriate authority	The governing body
Chair	Gillian Geere
Headteacher	John Jones
Date of previous school inspection	Not previously inspected
Telephone number	01722 410677
Fax number	No fax machine
Email address	admin@oldsarum.wilts.sch.uk

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