

# Wanborough Primary School

The Beanlands, Wanborough, Swindon, SN4 0EJ

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has consistently sustained high standards since 2007. Pupils achieve well and their attainment at the end of Year 6 is much higher than that seen nationally in mathematics and English.
- Teaching is always good and sometimes outstanding. Pupils thoroughly enjoy their lessons because they are interesting and often contain practical, hands-on activities.
- Teachers plan activities that match the differing needs and interests of all pupils well.
- Behaviour is outstanding. Pupils are extremely keen to learn and they respond very positively to the challenges they are set in lessons.
- Pupils feel very safe and say there is no bullying in the school.
- The curriculum is creatively planned and excellent links are established across different subjects. This means pupils have the opportunity to use and apply their literacy and numeracy skills in practical and problem-solving situations.
- Leaders and managers, including governors, understand how well the school is doing and what needs to improve. They monitor the work of the school very effectively. The quality of teaching is carefully and regularly checked and training is provided where it is needed to move it on further.

### It is not yet an outstanding school because

- Pupils do not always know what they need to do to improve their work because teachers' marking sometimes does not tell them clearly enough.
- Teachers do not always give pupils enough time at the start of lessons to respond to marking.
- Pupils' work is sometimes spoiled by untidy presentation because the school's presentation and handwriting policy is not followed closely enough by all teachers.
- Pupils do not always get enough opportunities to use the wide range of information and communication technology (ICT) equipment because not all staff are totally confident in using it.

## Information about this inspection

- Inspectors observed nine lessons or parts of lessons, as well as observing groups where individual support was provided. In addition, inspectors heard pupils from Years 1, 2 and 6 read as well as examining pupils' work and discussing it with them.
- A wide range of school documentation was analysed and evaluated including that relating to safeguarding, assessment data, school improvement plans and monitoring records.
- The inspectors held meetings with school leaders as well as representatives from the governing body. A telephone conversation was held with the adviser from the local authority.
- The 53 responses to the questionnaire on the Parent View website were considered as well as 19 questionnaires returned by staff.

## Inspection team

Christine Huard, Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

## Full report

### Information about this school

- Wanborough Primary School is slightly smaller than the average-sized primary school.
- The school has a lower percentage of pupils supported through school action than most other schools.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is smaller than the national average.
- The proportion of pupils known to be eligible for free school meals and those eligible for the pupil premium is smaller than average.
- There is a below average proportion of pupils from minority ethnic backgrounds and the proportion of pupils learning English as an additional language is also below average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school was last inspected in 2007, since then it has three headteachers. The current headteacher took up post in September 2010.
- The school has no alternative provision.

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

- Improve the quality of marking by:
  - ensuring it consistently tells pupils what they need to do to improve their work
  - giving pupils time to respond to teachers' marking at the start of lessons.
- Improve pupils' skills in ICT by developing the skills of all staff so that they are all able to use the full range of equipment available in the school, across all subjects.
- Ensure that pupils take a greater pride in the appearance of their work by ensuring that the school's handwriting and presentation policy is consistently followed by all staff.

## Inspection judgements

### The achievement of pupils is good

- When children start school their attainment is broadly similar to that expected for their ages. They settle in quickly and enjoy the wide range of activities provided for them both indoors and outside. As a result, they learn quickly and make good progress across all the areas of learning.
- Pupils in Key Stage 1 make good progress in reading, writing and mathematics. Their attainment at the end of Year 2 is significantly higher than the national average. This is because teachers make sure that all pupils are provided with exactly the right amount of support or challenge for them to learn effectively.
- In the last academic year, pupils in Year 1 did much better than most pupils nationally in the phonics screening test which tested their knowledge of letters and sounds. These skills help them significantly with their reading and writing.
- Reading is taught highly effectively. All pupils who were heard to read attained at or above the levels expected for their ages.
- Pupils in Key Stage 2 continue to make good progress, not only in English, mathematics and science but also in a range of subjects such as French and history.
- There is a strong and well focused guided reading programme for pupils in Key Stage 2. This ensures that pupils in danger of falling behind receive the support they need to catch up. Consequently, pupils make good progress with their reading and discuss the texts they are reading with maturity, animation and enthusiasm.
- Pupils enjoy writing. Their progress in spelling, punctuation and grammar are all good. Nevertheless, their work is sometimes spoiled by untidy handwriting because the school's presentation policy is not strictly followed by all teachers. This, at times, prevents some pupils from reaching the higher levels of attainment.
- Pupils do well in mathematics because the practical activities they are given motivate and excite them. Pupils in Year 6 spent time purposefully and successfully searching the school to find and measure the exact area and perimeter of a range of shapes.
- Pupils who may be disabled or who have special educational needs achieve well and benefit from well targeted support, often in small groups.
- Pupils who are eligible for the pupil premium achieve well because the school has thought carefully about their specific needs and carefully targeted support to meet these. As a result, there is very little difference in the progress made by different groups of pupils in the school.

### The quality of teaching is good

- Teaching is typically at least good and sometimes better. Most lessons are often exciting, inspiring and fun for the pupils. Teachers plan lessons that relate well to children's interests and consequently motivate them very effectively.
- All teachers plan lessons which carefully take into account the differing abilities of pupils. Teaching assistants are deployed extremely effectively and confidently support pupils of all abilities. They work very closely with class teachers to ensure that there is a consistency of approach.
- Lessons are always very well paced and time is used effectively. Teachers' input is short, explanations are very clear and pupils quickly move onto their tasks. Teachers, then, regularly check that all pupils understood what they are learning about.
- Teachers expect their pupils to take responsibility for their own learning and frequently plan tasks which require them to use problem solving or investigative skills.
- Pupils do not always take enough care with presentation and excellent work is impaired to a degree by untidiness. Teachers do not always follow school policy and remind them of the importance of good presentation.

- Teachers make good use of the wide range of resources available to them. However, not all teachers are totally confident in using all the ICT equipment and this means that sometimes pupils do not have full access to this in all subjects.
- Pupils with disabilities or with special educational needs learn well because they are effectively supported. Pupils who are learning English as an additional language also receive good, well-focused support which enables them to learn well in all they do. The pupils who are eligible for pupil premium funding learn effectively because teaching meets their needs and their progress is carefully tracked to ensure there are no gaps in their learning.
- The curriculum is creative and closely linked to pupils' needs and interests. It motivates the pupils well and makes a good contribution to their spiritual, moral, social and cultural development.
- Teachers mark pupils work conscientiously and regularly. However, comments are sometimes too vague and do not tell pupils clearly what it is they have to do to improve their work and move forward in their learning. Not all teachers give pupils sufficient time to respond to their marking at the start of lessons.

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

- In the Reception class, children's personal and social skills are promoted extremely well. As a result, children behave very well, share willingly, listen to each other and adults attentively and are really ready to learn.
- Pupils' behaviour is exemplary and pupils always try their best in lessons. In one Year 3 lesson, where the task was particularly challenging, pupils persevered and demonstrated a strong resilience in their efforts to solve the problem set.
- Pupils play very happily together at break and lunch times and take pains to ensure that nobody is left out of the fun being had. They are very polite, extremely well mannered and show great concern and care for each other.
- Pupils collaborate well together. They are keen and enthusiastic learners. Members of the school council quoted the school motto to inspectors, 'We all grow from here', when describing their learning. 'It's fantastic here,' they said, 'We really are always encouraged to do our best.'
- Pupils' enthusiasm and enjoyment in their learning is reflected very well in their high attendance and excellent punctuality.
- The pupils say there is no bullying and rarely any poor behaviour. They understand about the different types of bullying, such as cyber bullying and persistent name calling or taunting. They show an excellent knowledge of how to keep themselves safe, particularly when using the internet.
- The school's behaviour logs confirm that there is rarely any poor behaviour and that when it does occur it is dealt with promptly and extremely well.
- Pupils say that they feel safe and parents spoken to, or contributing to the Parent View website, are very confident that their children are safe in school. No concerns about safety were raised.

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

- The headteacher has provided extremely strong leadership since his appointment. He has not flinched from making difficult decisions in order to improve the quality of teaching and learning or turn round the deficit budget. He and the senior leadership team are ambitious for the school and all staff are committed to the school's aim to become outstanding.
- The school has sustained high standards since the previous inspection. This continues with an ever increasing percentage of Year 6 pupils attaining Level 6 in English and mathematics. School documentation shows that achievement is improving further and demonstrates the school's capacity for further improvement.

- The school's work is monitored closely by all senior and subject leaders. The rigorous programme of lesson observations, work scrutiny, learning walks and pupil progress discussions means that the school has a clear picture of how well the school is doing. The targets that are set for teachers are checked regularly and closely linked to teachers' progression through the salary scales.
  - The school's self-evaluation is extremely accurate and this means that priorities in school improvement planning are entirely appropriate.
  - Safeguarding is of high priority in the school and all statutory requirements are met. The school promotes equal opportunities effectively, ensuring that all pupils have the same opportunities and there is no discrimination. As a result, there are minimal differences in the progress pupils make.
  - The local authority has provided an appropriate level of support to the school and ensured that the new leadership team is receiving necessary training to enable it to fulfil its role effectively.
  - **The governance of the school:**
    - The governing body challenges the performance of the school effectively. The governors understand the school's strengths, including how it compares with other schools, and where it needs to improve. They check carefully that teaching meets the required standards. The governing body manages the performance of the headteacher effectively, setting and rigorously monitoring progress towards taxing targets. It also ensures that there is a clear link between how well teachers are paid and how well pupils achieve. The governors monitor the finances of the school conscientiously. Pupil premium funding is effectively used to provide additional time for teaching assistants. The impact of this on the pupils' learning is carefully evaluated to ensure the pupils continue to make good progress. Governors undertake appropriate training to ensure they are better able to carry out their roles.
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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

<b>Unique reference number</b>	126231
<b>Local authority</b>	Swindon
<b>Inspection number</b>	403595

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Jackson
<b>Headteacher</b>	Andrew Drury
<b>Date of previous school inspection</b>	7 November 2007
<b>Telephone number</b>	01793 790269
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<b>Email address</b>	admin@wanboroughprimary.org



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