

# Wareham St Mary Church of England Voluntary Controlled Primary School

Streche Road, Wareham, Dorset, BH20 4PG

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- The headteacher, well supported by staff and the governing body, provides very strong leadership. As a result, the school has improved well since its last inspection and is well placed to improve further.
- Good teaching ensures that new skills are effectively taught and well planned lessons provide demanding activities that help pupils to do well. Teaching of the sounds letters make in words (phonics) is a key strength.
- Pupils achieve well. Attainment is rising, with the very large majority of pupils on track to reach at least the levels expected for their age by the end of Year 6 and in many cases exceed them, most notably in writing.
- Pupils' good behaviour and positive attitudes to learning benefit their education.
- Comprehensive systems for monitoring the effect teaching and the curriculum have on pupils' progress provide an accurate picture of the quality of education. Consequently, improvement planning is well targeted at remaining weaknesses.
- Very effective teamwork amongst staff and the governing body ensures governors are fully involved in important aspects of the school's work, helping them to support and hold staff to account well.
- The school's engagement with parents is especially good. Parents are highly appreciative of staff and support their children's education exceptionally well.
- Exceedingly effective partnerships with other schools and organisations bring considerable benefits to pupils' education.

### It is not yet an outstanding school because

- Although attainment in reading and mathematics is improving, it is not rising as rapidly as in writing.
- Only a small minority of teaching is outstanding and too few lessons provide inspirational and highly challenging activities that encourage pupils to do exceptionally well.

## Information about this inspection

- The inspector observed eight lessons of which three were joint observations with the headteacher. In addition, the inspector made a number of other short visits to lessons, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff, including senior and middle managers. A representative of the local authority was also spoken to.
- The inspector took account of the 16 responses to the on-line questionnaire (Parent View), the school's own parent questionnaire and a small number of parents bringing their children to school were spoken to.
- The inspector observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

## Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Wareham St Mary is a small primary school. At the time of the inspection, due to re-organisation of primary education in the Purbeck area, the oldest age group in the school was Year 5. Rebuilding and refurbishment work have limited access to some areas of the school during re-organisation.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average, as is the proportion supported by school action plus or a statement of special educational needs.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is low.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals is broadly average.
- There are breakfast and after-school clubs, a nursery and children's centre adjacent to the school. These are run by private providers and were not inspected.
- The school does not use any alternative provision for its pupils.
- There has been a change of headteacher since its last inspection.
- Currently, there is no data to compare the school's performance with floor standards, the minimum standards for pupils' attainment and progress in primary school required by the government.

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

- Build on, and extend, the strategies to raise attainment through:
  - increasing the proportion of pupils on track to exceed the levels expected for their age, especially in reading and mathematics, and ensure that activities and resources to really stretch them are fully in place and used to good effect
  - embedding the recently revised scheme for the teaching of mathematics and assessment of pupils' progress in this subject
  - providing more opportunities for pupils to use their mathematical skills independently in solving problems, including in different subjects.
- Increase the proportion of outstanding teaching by:
  - ensuring that more lessons provide inspirational teaching and highly challenging activities that encourage pupils to learn exceptionally well
  - regularly adjusting tasks during lessons for those pupils who are doing well to encourage even better progress
  - making greater use of pupils' individual targets in lessons to encourage their progress, and involving pupils in this process
  - ensuring a suitable pace is maintained throughout lessons, including when pupils work with a minimum of adult supervision.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry to Reception are lower than is expected for this age, especially in social, speaking and listening, and literacy skills. Children's good progress ensures attainment is slightly above average on entry to Year 1.
- Pupils of different abilities make good progress in all year groups. Pupils and their parents agree that pupils are doing well.
- The strong determination to provide equality of opportunity and prevent discrimination is evident in the fact that disabled pupils and those with special educational needs, pupils from minority ethnic groups and those in receipt of pupil premium funding achieve as well as their classmates.
- Pupil premium funding is helping to close the gap in attainment well between pupils who receive it and other pupils.
- Attainment is rising well, with virtually all Year 5 pupils on course to reach at least expected levels in reading, writing and mathematics by the end of Key Stage 2.
- The 2012 Year 1 phonics screening check confirmed that pupils have very secure skills in this aspect of reading development. Virtually all Year 2 pupils read accurately, sounding out new words well so their attainment in reading is above average.
- Fewer pupils are on track to reach above expected levels in reading as they are in writing, partly due to limited resources to help pupils deduce the plot or character traits from textual clues. This is because of the current restricted library facilities and the need to expand reading resources for older pupils.
- Writing is a strength, with pupils outperforming schools nationally by Year 2. By Year 5, pupils have good basic skills, for example in spelling, and write well in a range of formats such as poetry, effectively using vocabulary and features like alliteration to enliven their work. The imaginary diaries, resulting from a Second World War drama day, are especially effective.
- Good promotion of place value and calculation helps most Year 2 pupils to achieve well. By Year 5, pupils use these confidently in working with data, measures or fractions. Pupils accurately solve mathematical problems set by teachers, but the lack of opportunities for planning and carrying out mathematical investigations independently limits the higher attainers' achievement.

### The quality of teaching is good

- Teaching is uniformly good and occasionally outstanding, with staff's good subject knowledge ensuring basic skills are well taught, strengths praised by pupils and their parents.
- Teachers make learning phonics fun. Inspirational teaching, highly challenging activities and a rigorous pace ensure younger pupils make outstanding progress. However, teaching of this quality is not often seen in other subjects.
- Older pupils who need extra phonics support are taught especially well in small groups or one to one by very skilled teaching assistants.
- Well-planned lessons ensure activities are effectively targeted at pupils with different abilities or needs. On many occasions new skills are taught separately to pupils at danger of falling behind. This is a significant strength, enabling virtually all pupils to reach the expected levels by Year 5.
- There are few similar opportunities for higher attaining pupils who may not need to listen to all the new teaching points or who could miss out tasks that they can already do well. This limits their attainment, especially in mathematics.
- For most pupils, learning in mathematics is improving well this year as the result of a new scheme of work, well tailored to their needs, and improved assessment procedures. However, the full impact of these on their achievement is not yet apparent and opportunities for pupils to use their mathematical skills in other subjects are limited.
- Behaviour management is good, especially of pupils who find this difficult, due to the very good

skills of teaching assistants in this aspect. However, occasionally the pace of discussions or teacher explanations is too slow and then a few pupils lose concentration.

- Staff capitalise well on pupils' enthusiasm for learning when directly teaching the whole class or working with groups. However, too little advice is given to pupils working independently regarding the quantity of work expected and not all teachers regularly check that these pupils remain focused, limiting the extent of learning.
- The learning by the end of a lesson and pupils' recorded work are assessed well, although only a minority of staff assess and regularly adjust tasks during lessons to encourage even greater progress.
- Pupils are set demanding targets to help them improve, but teachers rarely refer to these during lessons or ask pupils to check their progress towards them, which limit their effectiveness.

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

- Pupils' good behaviour, politeness, courtesy and capacity to respect the rights of others make the school a very happy and safe place to be.
- Pupils' good attitudes to learning ensure that most work hard in lessons. A few younger pupils find good behaviour and concentration difficult, but very effective support including from skilled teaching assistants helps them to learn as well as their peers.
- Occasionally, when too little advice is given on the amount of work to be completed or when not regularly monitored, pupils working in groups or individually do not work as hard as they could.
- Pupils report that bullying is rare, mainly associating it with over-boisterous physical play rather than name calling or picking on others. They are totally confident that bullying is always dealt with successfully and the school rarely has to resort to excluding pupils.
- Around school, at lunch time or in the playground, behaviour is usually good, with older pupils acting as peer mediators quickly sorting out disagreements.
- Very effective reward and sanction procedures ensure that pupils have very good moral and social awareness.
- Rigorous attention to safeguarding, including during building work, gives pupils and their parents confidence that the former are well cared for at all times. Staff ensure that pupils are well aware of how to avoid hazards such as cyber bullying.
- The school works hard to encourage good attendance. As a result, former poor attenders now attend more regularly, but some term time holidays, discouraged and unauthorised by the school, limit attendance levels to average.

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

- The headteacher's very skilful leadership has gained the full confidence of staff, governors, pupils and their parents. Consequently, all are working well together towards achieving the school's aim of providing high quality education.
  - This has resulted in the school improving well since its last inspection, with all aspects identified then being fully addressed.
  - Comprehensive checking and analysis of pupils' achievement and teaching quality underpin effective development planning, leading to good improvements in many aspects and well targeted strategies to address those that remain.
  - Monitoring and support for teaching performance, including through links with other primary schools and well focused professional development opportunities, have helped improve teaching well.
  - Rigorous and effective performance management procedures link targets well to improving pupils' achievement, hold senior staff and subject leaders to account well and provide good
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information for governors.

- Whole staff access to pupil progress tracking enables both teachers and subjects leaders to monitor and adjust teaching well and ensures the curriculum is more closely adapted to meet pupils' needs. However, the full effect on some aspects of reading and mathematics is not yet evident.
- The school's outstanding partnership with parents ensures they are very well informed and very supportive of the school and their children's learning. Partnerships with local secondary and primary schools, and agencies to support pupils at risk of under achieving, enhance pupils' education exceptionally well.
- Safeguarding policies and procedures, including those related to child protection and the vetting of staff, are used to very good effect to ensure pupils are kept safe.
- The local authority has provided good support and training opportunities during the change of headteacher and re-organisation, rightly recognising the school will need minimal support in the future.
- **The governance of the school:**
  - Governors hold school leaders to account effectively for improving the quality of teaching and pupils' achievement. They support staff well because governors see themselves as partners in monitoring and supporting improvement strategies. Governors' strong commitment to increasing their expertise is evident in the recruitment of governors with a wide range of skills, for example in financial management. Commitment to training helps governors accurately compare the school's performance with others locally and nationally and make well judged decisions about staff salary increases recommended through performance management. Pupil premium funding has been carefully allocated to academic and social and emotional support for these pupils through staff training, the employment of an extra teacher and support staff, and systems for encouraging good attendance. As a result, these pupils' achievement, behaviour and attendance have improved.

## 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>	113768
<b>Local authority</b>	Dorset
<b>Inspection number</b>	401389

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>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brendan Mullany
<b>Headteacher</b>	Lin Goldsmith
<b>Date of previous school inspection</b>	25–26 May 2010
<b>Telephone number</b>	01929 552517
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