

# South Wonston Primary School

Downs Road, Winchester, Hampshire, SO21 3EH

## Inspection dates

12–13 February 2013

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

## Summary of key findings for parents and pupils

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

- Not enough pupils have made consistently good progress over time. This has resulted in standards, as shown in national tests in English and mathematics, not being high enough.
- A small minority of pupils in Key Stage 2 have gaps in their knowledge and understanding of letters and sounds (phonics). A few pupils in Key Stage 1 have not grasped some basic mathematical principles; this restricts their progress.
- Teachers do not always make it clear enough to pupils what skills, knowledge and understanding they are to learn, as opposed to what tasks they are to undertake.
- Teaching assistants do not always provide the most suitable form of support for pupils, sometimes not encouraging them to do enough for themselves.
- Pupils do not make always enough use of their targets because they do not understand them clearly enough.
- A few inexperienced leaders are not fully proficient in analysing how well different groups of pupils achieve, although this is improving.

### The school has the following strengths:

- Leaders and managers are responding successfully to historical weaknesses in teaching and erratic pupil progress. Improvements to teaching are well led, so its quality is rising rapidly.
- The governing body provides strong challenge and effective support to the school.
- Pupils typically behave well in lessons and around the school. They report that the school is a safe place to be and are confident that adults look after them well.
- Parents and carers express high levels of satisfaction with the work of the school and feel it has much improved since the previous inspection.

## Information about this inspection

- During the inspection, 17 whole or part-lessons were observed. Meetings were held with: senior leaders, including the headteacher; middle leaders; members of the governing body, including the Chair of the Governing Body; an officer from the local authority; and two groups of pupils, one from each of Key Stage 1 and Key Stage 2.
- Inspectors looked at: planning and self-evaluation documentation; assessment information and examples of pupils' work; and a range of policy documents.
- There were 79 responses to Parent View, the Ofsted online questionnaire. In addition, the school's analysis of the views of parents and carers from a survey undertaken in April 2012 was considered, together with Ofsted questionnaires completed by 21 school staff. Views expressed by pupils from a questionnaire completed in April 2012 and organised by the school were taken into account.

## Inspection team

Ken Bush, Lead inspector	Additional inspector
Janet Simms	Additional inspector
Michael Pye	Additional inspector

## Full report

### Information about this school

- South Wonston is larger than most primary schools. With the exception of the Reception Year, all pupils are taught in mixed-age classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average, while the proportion supported through school action plus or with a statement of special educational needs is about average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for specific groups) is above the national average. This is because while the proportion of pupils known to be eligible for free school meals is below average, about one third of children in the school are from service families. This also means that the proportion of pupils who complete their entire primary school education at South Wonston is much lower than is generally found.
- Most pupils are of White British heritage.
- The school does not use alternative provision.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.
- There have been significant changes in staffing since the previous inspection.

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

- Improve teaching so that it is typically good over time by:
  - making sure that all teachers make it clearer to pupils precisely what they are to learn in lessons and how they will know that they have accomplished the learning successfully
  - making sure that all teaching assistants provide the most suitable form of support to pupils, including promoting their ability to work without an adult
  - making sure that pupils understand and can make use of their targets better, especially in reading and mathematics
  - providing more opportunities for pupils to reflect upon teachers' written comments so that they take more responsibility for improving their own work.
- Accelerate rates of progress so that achievement over time is good by:
  - making sure that any gaps in pupils' understanding of phonics are tackled, especially for low-attaining pupils in Key Stage 2
  - identifying where pupils have misunderstood basic mathematical principles and providing individual support to remedy this, particularly in Key Stage 1
  - ensuring that inexperienced leaders become more proficient in analysing the progress of different groups in their areas of responsibility.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough pupils have made consistently good progress over time.
- In the 2012 national tests, attainment at the end of Year 6, as measured by average points scores, was significantly lower than that of all pupils nationally. This outcome was a slight improvement on the Year 6 results in 2011 when achievement in English was particularly poor. This indicates that while pupils in Year 6 in 2012 were beginning to catch up, weak teaching and an uninspiring curriculum when they were lower down the school were barriers to them achieving well.
- Inspection evidence shows emphatically that improving teaching is leading to steadily increasing rates of progress across the school and for all groups in both English and mathematics, although this has not yet been sustained long enough for it to be translated into higher attainment.
- Improvement since the previous inspection is most apparent in the Early Years Foundation Stage. Children typically start in the Reception class with levels of skills, knowledge and understanding which range from below to broadly in line with those expected for their age. Most now quickly grasp the routines and social skills needed to learn and play with others and develop their emerging numeracy and literacy skills well, including in phonics.
- Most pupils acquire and develop their reading skills with growing confidence and are beginning to read more widely and with increased enjoyment. A small minority of mainly lower ability pupils in Key Stage 2 have gaps in their phonics understanding and knowledge which restrict their rate of progress in both reading and writing.
- Numeracy skills are now developed much more effectively, especially in Key Stage 2. In a successful Year 5/6 lesson seen during the inspection, pupils applied their mathematical skills to their history topic on the Tudors when asked questions such as 'Edward VI is aged between 22 and 32: how old is he if his age is a multiple of seven?' However, in a less successful mathematics lesson seen in Key Stage 1, it was evident that some pupils were not clear about the differences between units of weight and units of length. This lack of understanding of some basic mathematical principles restricted their progress.
- The achievement of disabled pupils and those with special educational needs is now comparable to that of their peers in school, representing a marked improvement on previous years when their progress was too slow.
- Those pupils known to be eligible for free school meals make progress at a similar rate to other pupils in the school as reflected in their average points scores at the end of Key Stage 2 compared to those when they started the key stage. Using the same indicator, children from service families also achieve at least in line with the nationally expected rate of progress and, in some cases, better.

### The quality of teaching

### requires improvement

- Teaching requires improvement because over time, its quality has been too variable. Consequently, too few pupils historically have achieved well. Pupils currently in the school have a backlog of slower progress to make up.
- However, since the previous inspection, teaching has improved significantly. While there remain a number of elements which require improvement, previously inadequate teaching has been largely eliminated and there are no deep-rooted weaknesses which severely restrict pupils' ability to make better progress now and in the future.
- In the most effective lessons, teachers plan well, including for mixed-age classes, and use a wide range of methods to engage and interest pupils. They are becoming increasingly adept at ensuring that pupils' different needs, aptitudes and abilities are met by providing tasks at different levels of challenge. Expectations are usually high and designed to stretch pupils in their

thinking. For example, in a Year 5/6 English lesson seen during the inspection, pupils were asked to apply their knowledge of persuasive writing techniques to their study of how Lady Macbeth manipulates her husband into killing the king.

- Teachers routinely tell pupils what each lesson will entail in terms of activities but, too often, fail to be precise enough about what will be learned and how pupils will know how successful the learning has been. Success criteria focus more on task completion than on how knowledge, understanding and skills will be developed.
- The quality of support provided by teaching assistants is too variable across the school. In teacher-led sessions, some tend to be too passive and, or at other times, when working with lower ability individuals or groups, some do too much for the pupils so restricting their ability to learn independently.
- Pupil targets are used extensively across the school, but not always effectively. Few pupils spoken to during the inspection were clear about their targets, especially in mathematics. Pupils have reading targets in their books but they are generally not couched in pupil-friendly language. Consequently, pupils are unclear about what they mean and how to make use of them in their work.
- Marking has improved since the previous inspection and most of that seen was conscientiously completed by teachers with a suitable balance between praise and pointers for further improvement. However, pupils are not typically given enough time or explicit encouragement to reflect or act upon the advice given.

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

- Most pupils behave well around the school site at break and lunchtimes and in lessons. Interruptions to learning are rare and when they occur, are usually minor lapses in attentiveness, rather than disruption. Pupils have positive attitudes to learning and enjoy being at school, as reflected in the above average rates of attendance.
- Pupils report that the calm and orderly behaviour seen during the inspection is typical and that staff deal with misdemeanours well. This is confirmed through inspectors' scrutiny of well-maintained and detailed school records which show that those few incidents that do occur are dealt with consistently and in line with school procedures. Exclusions are used very infrequently. Those pupils with known difficulties in controlling their own behaviour are managed well by staff who liaise effectively with specialist support colleagues from beyond the school, when required.
- Pupils also affirm that the school is a safe place to be and are confident that adults look after them well. They have a good awareness of all forms of bullying, including racism and cyber-bullying.
- Parents, carers and staff express high levels of confidence in how well the school ensures that pupils behave well and are kept safe.

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

- The headteacher has been instrumental in getting the school firmly back on track. This has required raising teachers' expectations of what pupils are capable of achieving. A cultural change in the school has been rapidly and successfully managed..
- There is clear evidence of significant improvement since the previous inspection. Teaching is improving rapidly and major weaknesses have been largely eliminated. The Early Years Foundation Stage and behaviour, both previously judged to be satisfactory, are now good. Rates of progress across classes and for different groups have been increasing steadily since the previous inspection and have accelerated in the current academic year.
- The procedures for checking the performance of teachers are now rigorous and closely aligned both with individuals' future training needs and school improvement priorities. Teaching is

regularly and effectively monitored by senior leaders and staff are given precise guidance as to how they can improve the quality of their work.

- Other leaders, including those responsible for subjects, are increasingly becoming involved in monitoring and evaluation activities, including undertaking lesson observations. Although there is improvement, those few leaders who are inexperienced and relatively new in post are not yet fully proficient in analysing the progress of different groups in their areas of responsibility so that achievement can be more closely monitored.
  - How well teachers are paid and how well pupils achieve are becoming better aligned over time and teachers are required now to be much more accountable for the progress pupils make through termly pupil progress meetings. Staff morale is very high; they believe that the school is now much improved and that they are led well.
  - The curriculum, identified as being in need of improvement at the previous inspection, now provides a secure platform for the school's improving outcomes. It is well planned and is making a distinctive contribution to raising achievement. It also now enables teachers to create more opportunities for pupils to practise and apply their literacy and numeracy skills in different subjects. Pupils' spiritual, moral, social and cultural development are also promoted well.
  - Parents and carers express high levels of satisfaction with the work of the school and feel it has much improved since the previous inspection. Inspection evidence shows that the school has responded well to parental concerns and suggestions over time.
  - The local authority has worked closely with the school and provided effective support, especially in assisting the headteacher to raise expertise in the leadership of English and mathematics. The level of support has diminished as the quality of teaching has improved.
  - **The governance of the school:**
    - The governing body provides increasingly strong challenge and effective support to the school. Governors are well aware of the quality of teaching and where it requires improvement. They are also knowledgeable about how well pupils achieve, including trends over time and when compared with all schools nationally. They ensure that pupil premium funding is well targeted (providing, for example, additional staff support time) and is making an impact on the achievement of designated pupils, as it clearly is. Governors are clear about the link between how well staff teach and how well they should be paid; they now ensure that mediocre or weak performance is not rewarded. The governing body discharges its statutory responsibilities well, ensuring that all current safeguarding requirements are met. Equality of opportunity is vigorously promoted and discrimination in any form is not tolerated.
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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>	116034
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	405617

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>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Amies
<b>Headteacher</b>	Jane Bundy
<b>Date of previous school inspection</b>	27–28 January 2011
<b>Telephone number</b>	01962 881311
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