

Archbishop Wake Church of England Primary School

Black Lane, Blandford Forum, DT11 8SW

Inspection dates

12–13 March 2013

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 work hard and achieve well because of the good teaching they receive. They enjoy coming to school and attend regularly.
- The headteacher provides the school with inspirational leadership. Together with her strong team of leaders and governors, they have established a culture where good quality teaching is expected from all teachers.
- The rapid and substantial improvement in the quality of teaching since the previous inspection has been key to securing and sustaining the improvements in pupils' achievement, which is now good.
- Teachers plan lessons with interesting tasks that meet the needs of all pupils, including disabled pupils and those with special educational needs.
- Pupils refer to their school as somewhere they are proud to be associated with. They are highly respectful towards each other, their teachers and other adults. They have positive attitudes towards their learning. Behaviour in lessons and around the school is good.
- All staff share a common belief that they, and the school, can continue to improve. Regular assessments of pupils' progress are used to set challenging targets and these have supported the sustained improvements seen in pupils' outcomes.
- Governors are effective and have supported the headteacher in her quest to improve the quality of teaching. They have successfully challenged teachers who were not performing as well as they should.

It is not yet an outstanding school because

- Teachers are not providing enough opportunities for pupils to think, learn and work by themselves.
- Pupils are not always clear about what they have to achieve to be successful by the end of the lesson.
- Teachers are not providing pupils with regular opportunities to review and improve their work.
- Teachers are not making best use of the outside space for children in Reception with activities to develop them physically and creatively.

Information about this inspection

- The inspection was carried out with half a day's notice and took place over two days.
- Inspectors visited 22 lessons and observed 12 teachers. The headteacher joined an inspector for a number of observations. In addition, inspectors made a number of short visits to lessons and small group work to look at phonics (linking letters and sounds) teaching and additional support activities delivered by teaching assistants.
- Discussions were held with the headteacher, staff, pupils, parents, governors and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 62 responses to the on-line Parent View survey, a letter to the inspectors from a parent and the 36 responses to the staff questionnaire during the inspection. An inspector also spoke to some parents at the start of the day.

Inspection team

John Cavill, Lead inspector	Additional Inspector
Sandra Woodman	Additional Inspector
Paul Rushforth	Additional Inspector

Full report

Information about this school

- Archbishop Wake is an average-sized primary school where most pupils who attend are from the local area.
- Children in the Early Years Foundation Stage are taught in two Reception classes.
- Almost all pupils are from White British backgrounds. A few pupils are from various other ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for children from armed service families and for looked after children, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club for the pupils, which was part of this inspection.
- A Children's Centre and an Adult Education Centre are based on the school site but are inspected separately.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and so raise pupils' achievement by:
 - ensuring teachers plan lessons which increase opportunities for pupils to think, learn and work by themselves
 - helping pupils to identify and understand what they can achieve and will be able to do by the end of the lesson
 - ensuring teachers provide regular opportunities for pupils to review and improve their work.
- Ensure that the Early Years Foundation Stage curriculum makes better use of the outdoor space to improve children's physical and creative development.

Inspection judgements

The achievement of pupils

is good

- When children start in the Reception Year their skills and abilities are similar to those normally expected for their age, except in literacy where a significant proportion have skills that are below what would normally be expected.
- Children make good progress in the Early Years Foundation Stage because teaching is good and learning activities are generally well matched to pupils' individual needs and ability. Consequently, children move into Key Stage 1 with attainment that is broadly as expected.
- All pupils, including those who are disabled or who have special educational needs and those who are eligible for the pupil premium funding, continue their good progress through the school. The proportion of pupils who make and exceed the expected rate of progress is similar to national averages and continues to improve.
- Since the previous inspection, achievement has improved rapidly as a result of good leadership. All groups of pupils now make good progress. Attainment in both English and mathematics is similar to the national averages at the end of Year 6. Inspection of the work of current pupils indicates that rapid progress is now secured and that attainment is continuing to rise.
- The pupils who benefit from the pupil premium funding reach similar levels of attainment to all pupils nationally in both English and mathematics. This is reflected in their national tests at the end of Year 6. Inspection of the progress checks of current pupils show that all groups of pupils are making similarly good progress.
- Regular effective teaching of the links between the letters of the alphabet and their sounds is improving pupils' progress in reading and writing. Children in a Reception Class learning how to write words with the letters 'igh' in the word could correctly spell these using their knowledge of letter sounds well. Attainment in reading is at least average for most pupils at the end of both Key Stages 1 and 2.
- In a Years 3/4 numeracy lesson pupils were using measurement to calculate the area of regular shapes. Using 'talk partners' the teacher was able to monitor the good progress that the pupils made by getting them to tell each other the methods that they used.

The quality of teaching

is good

- Teaching is consistently good and some is outstanding. This enables pupils to make good progress. It has improved substantially since the previous inspection and as a result pupils now achieve much better than they did before. This is because leaders check the performance of teachers carefully and have successfully challenged underperformance.
- Teachers plan lessons well and use their good subject knowledge to ensure that learning tasks are well matched to pupils, regardless of ability, starting point or special educational needs. This is an inclusive school where additional support is expertly targeted to meet individual needs and delivered by teaching assistants, wherever possible within lessons to promote equality of opportunity.
- Almost all parents who spoke to an inspector or responded to the questionnaire were very happy with the quality of teaching at the school and confirmed that pupils made good progress.
- Teachers check pupils' work regularly and pupils include their own comments and use the 'traffic light' system to demonstrate their understanding. The pupils see constructive comments from teachers as very helpful but they are not always provided with time when they can review and respond to these in order to improve their work.
- In lessons, where learning is best, teachers ensure that pupils are able to take charge of their own learning to think and learn by themselves. For example in a Years 4/5 numeracy lesson pupils were checking the accuracy of number sentences using division calculation methods. They had to solve the problems and justify their answer to others on the table. The teacher used effective questioning to challenge learning well and monitor their progress. However, in other

lessons teachers take too much control of the learning and consequently progress starts to slow.

- In all classes, pupils demonstrate enjoyment in their learning. However, while all teachers encourage pupils to make good progress, they sometimes do not explain in enough detail what pupils should know or be able to do by the end of the lesson. However, this was done very well in a Year 6 numeracy lesson when pupils were being taught how to use a protractor to draw angles accurately. During the introduction the teacher used ideas from the pupils to develop their 'steps to success' together. These were displayed on the wall to support their learning. These 'success' checks enabled them to make fast progress by setting personal goals to manage their own learning.

The behaviour and safety of pupils

are good

- Good behaviour and positive attitudes ensure that all pupils are ready to learn.
- Classes are full of motivated pupils who take an interest in their work and can sustain their concentration. They are respectful and the relationships between pupils and adults are strong. Very occasionally there is some low level inappropriate behaviour, such as chatting to each other. However, this is rare and is usually limited to times when the teachers do not challenge pupils to work independently.
- Pupils are very proud of their school, as one pupil noted it is a 'happy place to be'. All pupils, including those in the Early Years Foundation Stage, are overwhelmingly positive about how the school keeps them safe and say that behaviour is good. The vast majority of parents and all members of staff share these views. Behaviour in the breakfast club is good.
- Pupils' behaviour when they are playing together or moving around the school is good. Older pupils assume roles of responsibility, such as peer mediators to support other children when they are outside in the playground.
- A small number of parents who responded to Parent View suggested that the school did not deal with bullying effectively. However, pupils demonstrated a good understanding of the different forms of bullying and said that there is no bullying of any kind, including physical, emotional and cyber bullying. They also said that they were confident that teachers and other adults at the school would quickly resolve any incidents of bullying or other problems that they may have.
- Attendance has improved and is now average. The proportion of pupils who are persistently absent has reduced significantly, mainly due to improved engagement with parents to explain the importance of good attendance at school.

The leadership and management

are good

- The headteacher leads with purpose and a relentless determination to continually improve this good school. Supported by a highly effective team of leaders and governors, rapid improvements have been brought about and secured, especially in the quality of teaching and pupils' achievement.
- Leaders manage the performance of teachers well to ensure that the levels of pay awarded to individual teachers reflect how well their pupils learn and any leadership responsibilities that they have. School development planning helps to ensure that individual staff training is closely aligned to the needs of the school. Staff share a common set of values and recognise their ability to improve still further the quality of their teaching and the progress pupils can make.
- The curriculum inspires pupils and reflects their needs and aspirations. Pupils help to develop the topic work and teachers ensure that this work helps to develop pupils' wider understanding of different cultures both around the world, and within a multicultural British society. This can be best exemplified with the Year 2 topic work on Australia. Pupils imagined they were 'Blink', an owl flying over Australia and they had to describe what they saw and how this was different to where they live.
- The awe and wonder on the faces of the children from the Reception Classes, who found a lady pretending to be asleep when they visited 'The Old Curiosity Shop' that was set up in the school

for Art Week, demonstrates the school's good focus on developing pupils' spiritual, moral, social and cultural development. However, the curriculum in the Early Years Foundation Stage is not making full use of the outside space with activities that fully develop the children's physical and creative skills through challenging, structured play.

- The local authority initially provided some focused support to help the headteacher improve the school but is now providing light touch support to this good school.

■ **The governance of the school:**

- The governing body provides effective challenge and support to the headteacher. Governors work closely with school leaders and understand how well pupils are achieving in relation to all pupils nationally with regular monitoring of progress data. Governors are experienced and know the school well, understanding the importance of supporting the leaders well to secure improvements at the school. They ensure that they are up to date with current developments. School self-evaluation is used to drive improvement planning, which is monitored effectively to judge its impact on pupils' achievement. Governors have challenged teachers to improve their teaching and have helped to secure the good teaching to redress previous pupils' underachievement caused by some inadequate teaching. Teachers' salary progression on the upper pay scale is only rewarded to reflect their quality of teaching and any leadership responsibilities they have. Governors monitor funding to the school effectively. The headteacher is required to report to the governors on the achievement of pupils in receipt of the pupil premium. Their progress is checked regularly using school data and any additional activity focused on this group is monitored for its success. Governors ensure statutory requirements relating to safeguarding are implemented rigorously.

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	113754
Local authority	Dorset
Inspection number	401387

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Andy West
Headteacher	Jo Hicks
Date of previous school inspection	11–12 February 2010
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