

# Wimborne St Giles Church of England First School

Wimborne St Giles, Wimborne, Dorset, BH21 5LX

**Inspection dates** 18–19 June 2013

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Teaching is good and this is enabling pupils in all classes to reach above average standards in their work.
- Pupils of all abilities and backgrounds make good progress in reading, writing and mathematics.
- Even though he has been in the school for a relatively short time, the headteacher has improved teaching, promoted pupils' good learning and improved the security of the school site.
- Staff and governors provide a strong focus on developing pupils' spiritual, moral, social and cultural development. Activities are well chosen to engage pupils' interest. Pupils behave well and want to learn.
- Parents and carers are very supportive of the school and recognise the high levels of care provided. Each child is known as an individual and their needs are identified and catered for well.

### It is not yet an outstanding school because

- Strategies to support pupils' understanding of how well they are doing and how to improve are not yet consistently applied.
- Sometimes activities are not as well matched to pupils' ability as they could be and teachers do not always make their expectations for the quantity and quality of work clear so that pupils achieve consistently well.
- The personal and social development of children in Reception is not as well developed as their academic skills. Sometimes there are not enough opportunities for them to learn through investigation.
- Pupils do not always have opportunities to take responsibility for their work, and to question each other and so develop their skills of independent working.

## Information about this inspection

- The inspector observed six teaching sessions taught by three teachers. Many of these were joint observations undertaken with the headteacher.
- A variety of shorter sessions taught by both teachers and teaching assistants were also observed.
- The inspector held meetings with three members of the governing body and with groups of pupils. A telephone conversation about the school also took place with a local headteacher and a meeting was held with a representative from the local authority.
- In addition to a number of meetings with members of staff, the questionnaires completed by 11 members of staff were taken into account.
- Twelve parental responses to the Ofsted online questionnaire (Parent View) were taken into account, along with the results of a recent school survey of parents' views and three letters from parents sent to the inspector.
- The inspector reviewed a wide range of documentation, including the school's analysis of pupils' progress, teachers' lesson plans, a summary of the school self-evaluation, the results of a recent safeguarding audit and the current areas of focus for staff on improving teaching.
- The inspector also looked at a range of pupils' work.

## Inspection team

Hazel Callaghan, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than average in size.
- Almost all the pupils are of White British heritage and very few are from minority ethnic groups.
- The number of pupils known to be eligible for free school meals is smaller than that found in schools nationally. These pupils are supported by pupil premium. This is the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent in the armed forces. Currently the school has very few looked after children and none with parents in the armed forces.
- The proportion of pupils who have disabilities and special educational needs supported at the school action level is similar to the national average, but there is a larger than usual proportion of pupils supported at school action plus. Many of these children have a variety of needs and have joined the school since Reception.
- There are no pupils currently with a statement of special educational needs.
- There is a privately run pre-school group attached to the school. It was not part of this inspection.
- Two new teachers joined the staff in September and a new headteacher took up post in January of this year.

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

- Provide more consistent opportunities for pupils' effective learning by:
  - setting activities that are always well matched to their abilities and needs
  - making clear what is expected in the quality and quantity of their work
  - giving pupils time to respond to teachers' marking, so they correct mistakes and develop greater understanding of how to improve
  - giving children in the Reception class more opportunities to develop their personal and social skills and time to experiment and explore so developing greater understanding of new ideas
  - allowing older pupils to take greater responsibility for their work, to question each other and develop more independent learning skills.

## Inspection judgements

### The achievement of pupils is good

- Children in the Reception class settle quickly into school and enjoy the variety of opportunities to learn. They make good progress from their different starting points, especially in reading, writing and mathematics, to reach levels that are above average. The most able children are well launched into skills usually seen in Year 1.
- This is an improvement on the progress seen last year when the results of the check on pupils' understanding of phonics (the knowledge of letters and the sounds they make) in Year 1 were particularly low. This has improved significantly this year and both the current children in Year 1 and those now in Year 2 are much more secure in using this knowledge to help to spell and to read new words.
- Standards in Year 2 have risen in the last two years, especially in writing. For two years, all pupils have reached the levels expected for their age in reading, writing and mathematics, and this has improved further. Pupils are making good progress in their learning and standards overall are now above average. More pupils are reaching the higher than expected levels for their age.
- Similarly, pupils in Year 4 are now reaching above average levels in reading, writing and mathematics. This is because most pupils not only make the progress expected of them but a good number make more than this.
- Pupils achieve well through the school but this is not yet fully consistent in all aspects. Progress and attainment in reading is strong, but in some year groups, writing is stronger than mathematics and in other year groups, mathematics is stronger than that in writing because of inconsistencies in the quality of teaching.
- The progress made by pupils who are in receipt of the pupil premium funding has also improved. They now reach levels of work in English and mathematics that are similar to those of all pupils nationally and some equal the best of the children in the school.
- Pupils with special educational needs generally make good progress from their starting points. Where this is not the case, it is often because pupils have recently moved to the school.
- Pupils use their reading and writing skills to support their work in other subjects but often the quality of their written work is not of the same standard as that seen in English.

### The quality of teaching is good

- Teachers plan their lessons carefully and provide activities that build effectively on prior learning. There is a good range of tasks that enable pupils to learn in different ways and that develop understanding well. Teachers check pupils' learning effectively in lessons providing additional support and/or challenge where it is needed.
- Each lesson has a clear objective which is shared with the class so they understand what is to be learnt. Teachers discuss the different steps that are needed for pupils to be successful in their tasks and this is used well to check how effective pupils have been in their learning.
- In the best teaching, these 'steps to success' have different levels of difficulty so that the more able pupils are challenged to do their best work. Less able pupils are given additional resources to support them and often work effectively in small groups with teaching assistants so they are successful in their tasks.
- Activities are planned which are usually well matched to pupils' abilities and build on prior learning well, but this is not always true. Sometimes tasks are planned for the whole class and opportunities to ensure all pupils are working at the appropriate level are missed. Teachers do not make sufficiently clear what is expected in terms of the quality and quantity of work, with the result that pupils do not always do their best.

- Pupils' work is marked thoroughly and provides a clear picture of what they have achieved and where work needs to be improved. This is often discussed with pupils but time is not always given so that pupils can respond to the comments, make corrections or tackle tasks again so misunderstandings are addressed.
- The teaching of reading is very effective. Recent changes to guided reading sessions have ensured that activities are well focused and pupils' skills at decoding new words and in exploring ideas in the text are well promoted.
- The headteacher has ensured that the same system of teaching phonics is used in all classes. Teachers are well trained and the same strategies and resources are used that systematically develop pupils' good knowledge and understanding.
- Pupils enjoy their activities, especially when they are given an opportunity to work in pairs or in groups. 'Talking partners' are used well in all classes and give pupils good opportunities to share ideas and learn from each other. Opportunities to plan their work together to experiment and explore new ideas and so become more responsible for their own activities are not always as well promoted.

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

- Pupils behave well in their classes, in assembly, at break times and around the school. Pupils often show good levels of concentration and attention in lessons and respect for each other's work and effort.
- Pupils are developing good levels of confidence in the work and say teachers help them to improve. However, they do not always recognise that there are other ways to improve their learning, such as by discussing their ideas with others, nor do they aspire to do the harder work or produce their best quality work when not reminded to do so.
- Pupils are polite and friendly and courteous to visitors. Pupils say behaviour is good and pupils get on well together. Bullying of any kind is rare, especially any physical, emotional or cyber-bullying. Any name calling is to do with minor arguments or frustration and pupils say any problems are quickly sorted out by the staff. Parents and carers believe that behaviour is good and few had any concerns.
- While the behaviour of a very small number of pupils is challenging, it is very well managed by staff, and other pupils show exceptionally calm and sensible attitudes. Pupils say they feel very safe at school because staff keep them safe. They are also very proud of the new school gates.
- Pupils identify possible hazards and suggest sensibly strategies for keeping themselves and others safe. They have a good understanding of the dangers of internet safety since the topic was recently discussed with them and their parents.

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

- The new headteacher has focused quickly on checking and evaluating the quality of teaching and learning in the school and has already been successful in making improvements. Professional training has been used well to improve the teaching of phonics, with the result that the proportion reaching the expected levels has risen sharply.
- Improvements to the way teachers mark pupils' work have been introduced which are used effectively to help pupils see where they have been successful and what they need to improve. How this information is used to help pupils move forward more quickly is still inconsistent, however, and has yet to be the norm in all classes.
- The two new teachers to the school have been successfully supported to enable them to become an effective part of the team. All staff have clear expectations for their various roles and responsibilities. Local authority services are used well to support teachers new to the profession and to provide additional support for pupils with complex special educational needs.

- The provision for pupils with special needs is effective and the skills and expertise of teaching assistants are well used to support these pupils' good progress.
- The range of activities and topics has recently been reviewed and changes made so that children in Reception have a more suitable range of topics to follow that better match their age and maturity. The topics promote children's interest so they make good progress in most aspects of their learning. Their personal, social and emotional development has yet to respond as effectively.
- Generally, there is strong focus across the school on developing pupils' spiritual, moral, social and cultural development, which is also promoted well through the school's close links with the church, local community and other schools.
- Safeguarding procedures meet requirements and have been further strengthened by recent improvements to the security of the school site.

■ **The governance of the school:**

Governors have high aspirations for the school. They had a very clear view of what was needed in a new headteacher and feel they have been successful in their appointment. Governors work closely with the staff and with parents and carers so that there is a sense of mutual understanding and expectation for the school. They carry out their statutory responsibilities appropriately.

Governors have an effective understanding of the information on pupils' progress and levels used to check the school's performance and employ it effectively to challenge senior leaders when they feel pupils' achievement could improve.

Governors seek information about the outcomes of the management of teachers' performance and support the headteacher's strategies to improve teaching. They are aware of how teachers' pay is aligned through this process and make informed decisions as a result.

They were fully involved in decisions about the recent reorganisation of classes and of the use of finances to support pupils in receipt of pupil premium. Concerns about its effective use in the past have been dispelled as gaps between the learning of these pupils and that of others in the school have closed.

## 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>	113819
<b>Local authority</b>	Dorset
<b>Inspection number</b>	412474

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phillip Sherwood
<b>Headteacher</b>	Duncan Baxter
<b>Date of previous school inspection</b>	10–11 June 2010
<b>Telephone number</b>	01725 517347
<b>Fax number</b>	01725 517347
<b>Email address</b>	<a href="mailto:office@wimbornestgiles.dorset.sch.uk">office@wimbornestgiles.dorset.sch.uk</a>



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