

# Old Sarum Primary School

Pheasant Drive, Old Sarum, Salisbury, SP4 6GH

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- Teaching is typically good. Pupils achieve well throughout their time at the school.
- From their starting points pupils make good and sometimes better progress. They reach standards in line with those expected for their age, often from a below average starting point.
- Pupils experience a wide range of opportunities that support their good learning, behaviour and positive attitudes.
- Pupils receiving support through additional funding are making good progress. They achieve standards in line with their classmates.
- The needs of pupils who are disabled or have special educational needs are speedily identified and addressed. The progress they are making is now similar to that of other pupils.
- The whole staff create a family environment in which all pupils feel safe and well cared for. As a result, pupils want to learn, and share a sense of responsibility for each other. The attendance of pupils is good.
- The headteacher, very well supported by governors and the local authority, has been very effective in leading sustained school improvement over the last three years. All staff share their enthusiasm and high expectations of what pupils can achieve.
- The headteacher and governors check the quality of teaching rigorously. This has led to an improvement in teaching and achievement across the school.
- Parents and carers are proud of the school and the way it has developed in the community over its first three years. They are happy that their children are safe and well cared for.

### It is not yet an outstanding school because:

- Teachers do not always set tasks which are hard enough for some more-able pupils.
- Not all opportunities are taken for best practice to be fully shared as a means of improving teaching further.
- There is still some uncertainty in the planning for some subjects as staff are still making changes in the curriculum to meet the needs of the developing school intake.

## Information about this inspection

- The inspector observed 10 lessons and a number of smaller teaching groups. All teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- The inspector took account of the 13 responses to the online questionnaire (Parent View) in planning the inspection and talked to a number of parents and carers during the inspection.
- The inspector also took account of the 16 staff questionnaire returns.
- The inspector held a discussion with a representative of the local authority.
- The inspector looked at pupils' work and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school, which was opened in September 2011.
- The school roll is steadily increasing. A much larger than average number of pupils join the school other than at the usual time.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals, those looked after by the local authority and those whose families are in the armed forces, is above average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a pre-school setting on the school site which is not managed by the governing body and was therefore not included as part of this inspection.

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

- Improve the quality of teaching and of achievement so that both are outstanding by ensuring that:
  - plans being prepared to develop the curriculum are fully in place by September 2014
  - more-able pupils are stretched and challenged in all lessons further
  - methods are developed for staff to share the best practice throughout the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress in reading, writing and mathematics from starting points that are typically below the levels expected for their age. All groups of pupils, including those who join the school other than at the usual time, achieve well. This is as a result of considerable improvements both in teaching and the effectiveness of checking pupils' progress regularly since the previous inspection. Achievement is good and not outstanding because there is some variability in the rates of pupils' progress between classes. This means that at times their learning is not always as rapid as it could be.
- Older pupils are making especially good progress and the extensive school records show that the standards that these pupils are reaching, particularly in reading, are above average. The results in national assessments for 2013, which were disappointing for the school, were of a particular, and small, group that had started from a very low point.
- This year, for the first time, pupils in Year 6 are being enabled to take the higher Level 6 papers in the national assessments. However, as the school recognises, occasionally there are missed opportunities to challenge the more able pupils to make maximum progress in some subjects lower down the school.
- Disabled pupils and those who have special educational needs make good progress because they benefit from support and guidance tailored to their needs, from dedicated teachers and additional adults. In the Early Years Foundation Stage, children make good progress from their starting points. By the end of the Reception Year their attainment overall is closer to, although still below, the standards expected for their age. Children develop self-confidence quickly and enjoy learning together in the inside and outdoor spaces. This is because their personal and social development is promoted particularly strongly.
- Good progress continues in Key Stage 1. In the check of how well the use of phonics (letters and the sounds they make) is understood by pupils, a proportion below the national average reached the required standard. By the end of Year 2, pupils have caught up with the standard most pupils achieve nationally.
- The school uses the pupil premium funding effectively to deliver a wide variety of support to close the gaps between the small number of pupils in each cohort known to be eligible and the others. There was no gap in attainment between the very small number of pupils eligible and those not eligible at the end of Year 6 in 2013. The school uses the funding to provide one-to-one tuition, extra help in lessons and additional sessions to boost pupils' attainment in reading, writing and mathematics. It also enables the school to provide very effective emotional support and extra guidance to pupils who need it to help them learn better. Consequently, it helps pupils across the school to make similar good progress to that of their peers. This shows the school promotes equality and tackles discrimination effectively.
- Pupils are very enthusiastic about the variety of sports that they do at school in sessions with specialist sports coaches, including tennis, basketball and rugby. The additional sports funding is being used to raise participation in sports, to encourage positive attitudes to keeping pupils physically fit and healthy through lunchtime and after-school clubs. They also arrange competitive team games with other local schools. Together with improvements to the school's sporting resources, including the addition of many new resources, these motivate pupils to reach good standards.

### The quality of teaching is good

- Teaching is consistently good because it enables most pupils to achieve well. Teachers typically ensure that pupils are clear about what skills, knowledge and understanding it is intended that they learn. They also routinely keep a careful check on how well pupils have grasped the point of the lesson as it progresses, and make adjustments accordingly.
- Teachers use questioning skilfully both to test out pupils' understanding and to encourage them

to think more deeply about the work being undertaken. For example, in a Years 5 and 6 English lesson, the teacher used questioning exceptionally well to draw out from the pupils their understanding of how to write an account of the compelling visit from an author the day before. When they then set to work applying this knowledge, the level of challenge was precisely right for each pupil and they made rapid gains in their understanding as a result.

- Occasionally the level of challenge is not high enough to stretch pupils of higher ability and in these instances the pace of learning varies too much for them to make the most progress. This happens when these pupils spend too long on quite ordinary tasks which do not stretch their learning. Sometimes they are not encouraged enough to pursue the ideas they have begun to develop.
- The school rightly puts a high priority on making learning as enjoyable as possible. For example, in a Year 2 mathematics lesson, boys and girls demonstrated an equal understanding of what their targets were and how they could gain the 'levels' they were aiming for. Their pleasure in achieving their next challenge was enjoyed by all in their class.
- These carefully planned opportunities to learn are, in most respects, implemented well, especially with regard to using and applying the skills acquired. However, some of this work is still being developed and not all staff, including teaching assistants, are equally confident in carrying out what is planned.
- The standard of marking is consistently high in all subjects, which represents a significant improvement since the previous inspection. As a result, pupils are knowledgeable about how to improve their work and it was evident that most put this into practice. As with marking, the setting of purposeful and interesting homework makes a useful contribution to pupils' good achievement.

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

- The behaviour of pupils is good. Typically, pupils are polite, friendly and considerate of others. They are well motivated, settle to their work quickly and enjoy their learning.
- Relationships in the school are good. The playground is a harmonious place because of the interesting range of activities on offer. 'We love it here because we are able to see each other and play when we want to' was one typical comment by a pupil, and others agree wholeheartedly.
- Behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils where they become restless and waste time.
- Pupils, their parents and carers and the staff are positive about standards of behaviour. Pupils are clear that bullying is rare, although they know about the different forms this can take, such as cyber bullying and racist name calling. Pupils are confident that any minor 'falling-out' is sorted quickly by the adults.
- Pupils enjoy taking on a wide range of roles and responsibilities, such as school councillors and team captains. They respond well to the behaviour management systems.
- School records show that instances of poor behaviour are few. A small number of pupils who have behavioural difficulties are managed well. These pupils benefit from carefully tailored support and have become more confident and resilient as learners.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school, and parents and carers who completed the online questionnaire or who spoke to the inspector agree. Pupils are prepared well for maintaining their personal safety both in and outside of school.
- School leaders have worked hard with parents and carers to encourage regular attendance and reduce any unnecessary absences. As a consequence current rates are above average and punctuality is improving.

**The leadership and management are good**

- The headteacher, senior leaders and governing body work successfully together to drive improvement across the school. Their determination to see the school improve further is strong. There is now an established culture where expectations of staff and pupils are high within a supportive and caring environment. The results of this are reflected around the school in the interesting displays and tidy classrooms, and in the typically neat and painstaking presentation of pupils' work.
- Morale among the staff is also high. In the questionnaire for staff, all those who responded were unreservedly positive about the teamwork that is driving the improvements in the school.
- The school has robust systems for senior leaders to check the quality of teaching. Middle leaders' responsibilities have developed well. They are also involved in helping to check on the quality of teaching within their areas of responsibility in order to secure further improvements.
- The school's development planning identifies appropriate priorities because the school knows its strengths and what needs to be done to improve it further. For example, enhancements to the way reading is taught have been successfully introduced to raise pupils' achievement.
- The school demonstrates its capacity to improve further, because of the pupils' good achievement, their improved attendance rates, consistently good behaviour and awareness of how to keep themselves safe. The curriculum contributes strongly to pupils' good and improving achievement, as well as pupils' spiritual, moral, social and cultural development. There is some refining and agreements for teachers to make to ensure that pupils' interest is sparked by a range of topics and that the most able pupils are consistently challenged.
- The school works hard to make sure that consistently caring attitudes are encouraged across the school community and that pupils develop an understanding of different cultures and faiths from around the world.
- The local authority has provided very effective support to help the school from its beginnings three years ago. The school has strengthened community and home links and makes good use of external services when needed.
- **The governance of the school:**
  - The governing body is effective and knowledgeable. Governors have a good understanding of how well the school is doing and where it can do better. They review information about the progress pupils make and hold the school to account strongly. They attend the school not just for meetings but also to spend time in classrooms. They attend parents' evenings and other school events as well as contributing to additional activities.
  - Governors know the quality of teaching and how targets are used to secure improvements to teaching quality. They also make sure there is a strong link between teaching quality, pupils' learning and salary progression. Safeguarding arrangements meet requirements and are regularly scrutinised. The school site is well maintained.

## 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>	134788
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	442506

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>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacqui Goodall
<b>Headteacher</b>	John Jones
<b>Date of previous school inspection</b>	13 December 2012
<b>Telephone number</b>	01722 410677
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