

Oliver Tomkins Church of England Infant School

Beaumaris Road, Toothill, Swindon, SN5 8LW

Inspection dates 26–27 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The very dedicated headteacher, subject leaders and governors are an effective team. They have successfully improved the quality of teaching and pupils' achievement.
- Leaders, managers and governors know what is going well and what needs to improve.
- Pupils behave well. They are polite and courteous and show respect to all. They enjoy school and attend regularly. Pupils know their views are valued.
- Pupils are kept safe. They are confident that all adults in the school care about them. They know that adults will listen and help them to solve their worries.
- Consistently good teaching helps pupils achieve well. Teachers usually challenge all abilities and organise and manage learning well.
- Pupils' achievement in mathematics, reading and writing is good. Pupils make good progress throughout the school.
- Disadvantaged pupils, disabled pupils and those who have special educational needs make good progress.
- The Early Years Foundation Stage gives children a good start to school. They find learning is fun and exciting and make good progress.
- Pupils' spiritual, moral, social and cultural development is promoted well. Relationships are strong. Adults are excellent role models for pupils and help them to prepare for life in modern British democratic society.
- Parents, pupils and staff are exceptionally positive about all aspects of the school.

It is not yet an outstanding school because

- Teaching does not fully challenge pupils in every lesson.
- Although disadvantaged pupils make good progress, they are not yet matching the attainment of other pupils, especially in reading.
- Not all subject leaders check teaching enough to secure pupils' more rapid progress and higher achievement.

Information about this inspection

- Inspectors observed learning in all classes and visited 16 lessons, of which 10 were observed jointly with members of the school’s leadership team. Inspectors listened to pupils read.
- Meetings were held with members of the governing body, the headteacher, and senior and subject leaders. Inspectors also spoke with a representative of the local authority.
- Inspectors held meetings with three groups of pupils. They talked informally with pupils at breaks and lunchtimes.
- There were too few responses to the online questionnaire, Parent View, to be analysed and reported. Inspectors spoke with parents and account was taken of the findings of a recent school survey of the views of 118 parents. Inspectors also noted the 18 responses to the staff survey.
- Inspectors looked at several documents including the school’s evaluation of its own performance, plans for improvement, policies and records of pupils’ behaviour and attendance. Safeguarding documents were reviewed.

Inspection team

Rob Ridout, Lead inspector

Additional Inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Most pupils are White British.
- About one in three pupils at the school is eligible for the pupil premium. This proportion is above the national average. The pupil premium is additional funding for pupils who, in this school, are known to be eligible for free school meals.
- Around one in 10 pupils is disabled or has special educational needs. This proportion is broadly in line with the national average.
- The early years provision is part time for the children.
- The subject leader for mathematics and numeracy is new in post.
- There are breakfast and after-school clubs on site, managed by the governing body.

What does the school need to do to improve further?

- Make teaching consistently outstanding by ensuring that teachers:
 - plan learning and set work that ensure pupils are always challenged to reach higher levels
 - continue to use the findings from the review into pupil premium funding to accelerate further the progress of disadvantaged pupils, especially in reading, so they attain standards equal to those of other pupils.
- Ensure that subject leaders check the work of teachers more effectively so pupils progress more rapidly and more attain the higher levels.

Inspection judgements

The leadership and management are good

- The headteacher communicates high expectations and is determined to take the school forward. She is well supported by the deputy headteacher and works closely with governors to raise achievement. The school's own view of its strengths and weaknesses is accurate and leaders have taken the right action to raise standards. As a result, teaching and achievement have improved.
- Leaders, teachers and teaching assistants are a good, collaborative team. The impact is seen in pupils' positive behaviour, and good teaching and assessment which ensure pupils' successful learning. The school's track record indicates strong capacity for further improvement.
- Leaders and managers have raised the standards pupils attain. They assemble and analyse half-termly information on pupils' progress and review it with class teachers to check pupils' achievement. They take rapid action if progress slows. Pupils in danger of falling behind are identified and extra support provided. Leaders' action has resulted in pupils making typically good progress over time.
- Teachers are held to account for their performance. Salary increases are dependent on pupils' progress. Professional development is linked to school improvement and newly qualified teachers are supported well. Senior leaders make frequent checks on teaching and learning, and teachers are encouraged to share best practice. As a result, the quality of teaching is good, and improving.
- Subject leaders have a good understanding of their responsibilities and a good grasp of progress and attainment data. However, subject leaders do not consistently check that all teachers provide work to challenge all pupils fully. Consequently, learning is not demanding enough in every lesson and some pupils find it too easy and do not reach higher levels.
- The curriculum gives teachers the flexibility to make learning exciting and varied. The school is implementing its own approach to assessment following national changes and teachers use the information effectively to direct learning.
- Pupils' spiritual, moral, social and cultural development is promoted strongly in all aspects of the school's work. For example, pupils have an excellent understanding of fairness and what is right and wrong. In her story, one pupil felt very strongly it was only right that pirates shared the treasure they discovered. Assemblies and lessons in religious education teach pupils values, tolerance for other cultures, life in modern Britain and the rights and responsibilities of citizens.
- The school does not tolerate discrimination of any kind and ensures that all pupils have equal opportunity to participate in all school activities.
- Following review commissioned by the governors, the school tailors its support carefully for disadvantaged pupils supported by additional funding. As a result, these pupils' attendance and achievement are improving rapidly.
- Leaders make good use of primary sport funding to develop teachers' skills through training in teaching physical education. They use the local sports partnership and sports coaches to improve pupils' skills and physical fitness. There are many sporting activities available, including clubs and competitions. These initiatives are involving more pupils in sport and healthy activities.
- Links with parents are good, and improving. Inspectors found most were right to be happy with the school and all that it provides. Many are daily visitors to the school and are kept well informed through newsletters, coffee mornings and access to information through the school's website.
- The local authority provides helpful external expertise, training and guidance, which the school appreciates.
- Leaders make sure that all safety and safeguarding requirements are met.
- **The governance of the school:**
 - The governing body is effective. Governors are well organised and know the school well. They have a clear understanding of progress and attainment data, and use the information to compare the school's performance with that of other schools nationally.
 - Governors manage funding effectively. They commissioned a review into the impact of pupil premium spending to confirm funds were used effectively. They are able to show actions prompted by the review are having a positive impact on the achievement of disadvantaged pupils currently in the school, and are driving the school to close the remaining gaps in attainment between these pupils and others.
 - They check that sport funding has a positive impact on pupils' health and fitness.
 - Governors check the school's work for themselves. This enables them to provide good support, and to challenge the school's leaders about the quality of teaching and the achievement of every group of pupils.

- Governors understand how the performance of teachers is managed, and link teachers' success in enabling pupils to make progress with pay. They ensure that targets set to improve teachers' performance are challenging. They make sure that any teacher who is underperforming is given help to improve.
- All governors keep their skills up to date through training.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to each other and adults. They are very welcoming, friendly and extremely proud of their school. Pupils respond quickly to the requests of staff.
- Pupils' attitudes to learning are good in most activities, but some pupils do not stay focused on their tasks when working on their own.
- Pupils come to school with the right equipment, are eager to answer questions and work well together. Work is neat and very well presented. The good work in learning journals shows the real effort pupils make in producing it. Pupils generally concentrate well and try hard because they want to succeed.
- Pupils, parents and teachers are right to be positive about behaviour. Pupils like the system of rewards and think sanctions are fair. They know what is right and wrong and understand the consequences of their actions. They say there is little bad behaviour, but sometimes individual pupils lose concentration in class.
- The breakfast club provides a healthy breakfast and a good range of activities for pupils. It gives many a good start to their working day. As a result, pupils are punctual to school.
- Attendance is above the national average. This is because relationships are strong and pupils like coming to school. They say they enjoy their learning. This is most evident at the end of the day when many pupils stay on to do more work.

Safety

- The school's work to keep pupils safe and secure is good. Access to the site is secure. Procedures for checking staff are thorough and robust risk assessments are in place. Safeguarding training for staff is appropriate.
- Pupils rightly feel safe. They know that adults care about them and will always help them if they need support.
- Pupils show an excellent understanding of what bullying is. They describe the different types of bullying well and are aware of bullying on social media sites. Pupils say that bullying is extremely rare and are confident it would be dealt with effectively if it occurred.
- Pupils have a good awareness and understanding of how to keep themselves safe, including the safe use of the internet. However, their practical experience of using social media is not extensive.
- The school takes good care of vulnerable and disadvantaged pupils and ensures they get the help they need.
- Parents and staff are right to believe that the school is a safe place for their children to be.

The quality of teaching is good

- Teaching is typically good and enables pupils to make good progress and achieve well. Teaching is usually characterised by high expectations of what pupils can achieve and helpful, positive relationships.
- Pupils learn effectively because teachers plan activities that capture their imagination and engage them in learning. For example, great interest and excitement were provoked when Batman arrived in his Batmobile and pupils were challenged to explain what makes a hero a 'super hero'. Girls' and boys' creative, descriptive and evaluative writing skills developed well as the pupils argued the characteristics and values a 'super hero' should have.
- Most teaching is not outstanding because teachers do not always set work that challenges pupils to reach higher standards. Pupils, including some of the most able, are sometimes not extended by the tasks asked of them and say they find the work too easy.
- Teaching assistants are skilled and provide good support for pupils of all abilities. They are calm, supportive and work well with pupils to ensure that they understand what they are doing. Teaching assistants work with both individuals and small groups on improving mathematical and literacy skills. As a result, pupils' learning, particularly that of disabled pupils and those with special educational needs, is good.

- Literacy skills are taught effectively across the school. Pupils make good progress in writing and in reading because teachers are knowledgeable and confident in teaching literacy.
- The teaching of the sounds letters make (phonics) has improved and is effective across the school. Children in the Reception classes rapidly develop the basic skills they need to read and write. Teaching in Years 1 and 2 builds successfully on this good start.
- Reading is given a high priority, especially that of disadvantaged pupils. Regular reading sessions support pupils' good reading habits. Pupils are motivated to read books for themselves because teachers regularly read with them from interesting texts, fostering feeling and expression. Consequently, pupils' reading and comprehension skills improve well. Pupils who read to inspectors used their knowledge of phonics confidently to work out unfamiliar words.
- Good teaching ensures that pupils learn and advance their mathematical skills successfully. Pupils' work seen during the inspection shows that pupils grow in confidence in tackling challenges that require them to recall their mathematical knowledge and apply it to solve problems.
- Pupils respond well to teachers' questions, intended to test their understanding. Their responses show the good progress they make.
- Pupils' work is marked regularly. Teachers' comments and advice on how pupils can improve their work are successfully followed up. All corrections are done.
- Homework is used to reinforce reading, spelling and handwriting. For example, teachers provide helpful mathematics-at-home packs for pupils to work on, which reinforce their learning well.

The achievement of pupils

is good

- Children's attainment on entry to Reception is less than typically expected for their age and they have particularly weak language and communication skills. They make good progress from these starting points and at the end of Year 2 in 2014 attained results close to the national average in mathematics, reading and writing. They leave well prepared for the next stage of their education.
- Pupils in Year 1 develop their skills well in phonics and reading. In 2014, they achieved the standards expected nationally in the Year 1 phonics check, an improvement on the previous year. The school provided good support for those pupils who did not reach the expected standard last year, with the result that they achieved well in reading at Key Stage 1.
- Progress in reading is good. Support for reading is well coordinated between home and school. Consequently, pupils enjoy reading and read from a wide range of books with confidence.
- Disabled pupils and those who have special educational needs make good progress. Additional support in class and in small groups is helpful to their progress and confidence in learning.
- The most-able pupils make good progress, but not all reach the higher levels at the end of Year 2. Pupils are well challenged in some lessons, but such good practice is not consistent across the school. Currently, the most-able pupils are making better progress and more are already attaining higher levels.
- Disadvantaged pupils generally achieve well. In 2014, disadvantaged pupils in Year 2 were about two terms behind pupils nationally in reading, writing and mathematics. They were less than one term behind other pupils in the school in both their writing and mathematics skills, but three terms behind in reading.
- With better-directed help, following the school's review of the impact of the pupil premium on disadvantaged pupils' achievement, eligible pupils in the current Year 2 are making more rapid progress and the gaps in attainment between them and others are closing, but have not yet been eliminated. All disadvantaged pupils are currently achieving more from the help they are getting.

The early years provision

is good

- The Early Years Foundation Stage is led and managed well. Consequently, learning opportunities are well planned, teaching and support for children are effective and ensure they are engaged, eager to learn and make good progress.
- Children have a good introduction to learning. They become confident learners and well prepared for entry to Year 1 and the next steps in their education, which they take with confidence on the basis of the good level of development they attain.
- The children's personal development is nurtured very well. Adults model best behaviours and influence the children's attitudes positively. Relationships are strong. Consequently, children behave well and are kind and considerate to others. They enjoy school because they feel safe and secure.
- There is a particularly strong focus on the development of literacy skills to remedy weaknesses on entry.

Planned activities ensure that children have lots of opportunities to practise reading and writing skills and make good progress in literacy.

- The teaching of phonics is a key part of each day. Children have opportunities to play with letters in the creative area. Sound boxes are used to help children develop an awareness of linking sounds to words. Adults work well with individuals and groups to develop speaking skills. As a result, children’s confidence in reading and using language increases.
- Children are well cared for and safe. They receive the support they need. Ensuring the safety of the children is given a high priority and safeguarding arrangements meet requirements.
- Parents are happy with what the school provides for their children. They are welcomed into the school at the beginning and end of each day and are actively encouraged to help with their children’s learning and development at home. Therefore, what is learned at school is reinforced well at home.

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	126443
Local authority	Swindon
Inspection number	449553

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Nigel Howarth
Headteacher	Rhian Cockwell
Date of previous school inspection	24 November 2009
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