

# Lea and Garsdon Church of England Primary School

The Street, Malmesbury, SN16 9PG

## Inspection dates

24–25 February 2015

|                                |                      |                      |          |
|--------------------------------|----------------------|----------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| 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 determined leadership of the headteacher, strong teamwork and effective governance have brought about sustained improvements to teaching and to pupils' achievement since the previous inspection.
- Pupils show enthusiasm for learning and behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils show care, respect for others and are well prepared for life in modern Britain.
- There are good procedures to ensure that pupils are safe. Pupils feel safe and very well looked after by staff.
- Pupils thoroughly enjoy school and attendance is well above average.
- Improvements to the quality of teaching have had a positive impact on pupils' learning and achievement.
- Teachers motivate pupils to learn. They expect them to do their best and effective explanations and questioning promote learning well.
- Pupils are making good progress from their starting points. By the end of Year 6 in 2014, attainment was average in reading, writing and mathematics.
- Standards in the current Year 6 are better than they were in the previous year, particularly in reading and mathematics.
- Children in Reception make good progress in all areas of learning.

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

- There are a few occasions in lessons when teachers do not ensure the most able pupils are fully extended.
- For a small minority of pupils some aspects of grammar, punctuation and spelling require improvement.

## Information about this inspection

- The inspector observed teaching and learning in all classes. Some lessons were seen jointly with the headteacher.
- Pupils' work was scrutinised and the information about their attainment and progress was analysed.
- Discussions were held with the headteacher, other staff, a representative from the local authority, the governors and pupils.
- The inspector took account of the 48 responses to the Ofsted online survey, Parent View, the school's own survey and correspondence from parents and carers.
- The returns from 14 staff questionnaires were taken into account.
- The inspector examined a range of documents, including school policies, safeguarding procedures and the school's review of its performance and improvement planning.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs is above average.
- A well below average proportion of pupils are eligible for the pupil premium. The pupil premium is additional funding for looked after children and those known to be eligible for free school meals. Very few pupils in Year 6 are eligible for this funding.
- All children in Reception attend full time.
- The school met the current government floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of pupils who join and leave the school part-way through the year is higher than average.
- About a third of the pupils are from outside of the school's normal catchment. Some pupils are transported by bus from the nearby town of Malmesbury.
- There have been notable changes in teaching staff since the previous inspection.

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

- Strengthen elements of teaching in order to raise achievement further, especially in writing, by:
  - ensuring that, in all classes, work is sufficiently demanding to extend the learning of the most able
  - building on work already in hand to improve pupils' skills in grammar, punctuation and spelling.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong leadership and has shown considerable ambition and determination to improve the school. She has built a committed and effective team of key leaders and staff. Sustained improvements have been made since the previous inspection. Teaching is good throughout the school and pupils are achieving well.
- Through systematic and thorough self-review, leaders have an accurate overview of the school's strengths and areas in need of improvement. Decisive and positive action has been taken to strengthen teaching and to raise pupils' achievement which has been successful.
- The leadership of English, mathematics, inclusion and early years provision is effective. These middle leaders are fully engaged in checking pupils' attainment and progress and actively work to improve their areas of responsibility.
- The quality of teaching is regularly checked by leaders and the local authority. Arrangements for teachers' performance management help to improve the quality of teaching because targets for development are focused on pupils making good progress. Effective training has been provided to improve teachers' skills in the teaching of mathematics and physical education. Appointments are well managed and have further enhanced the teaching in the school.
- The headteacher and staff have created a positive and welcoming atmosphere where all pupils can learn well and thrive. Leaders and staff ensure that pupils are well behaved and safe. As a result, pupils feel safe and are very well looked after by the staff. All statutory requirements for safeguarding are met and these are effective.
- Provision for pupils' spiritual, moral, social and cultural development is a strength of the school. Values such as respect, honesty, inclusion, friendship and excellence are successfully fostered in all classes and these promote good relations. Pupils show an appreciation and a good understanding of different cultures and faiths. Pupils at Lea and Garsdon are well prepared for life in modern Britain.
- A broad and interesting range of subjects enables pupils to achieve well and contribute successfully to their personal development. Provision for mathematics has improved since the previous inspection. Pupils enjoy the additional activities provided, such as clubs, sport and educational visits. The school is making good progress in implementing new assessment arrangements to reflect changes nationally.
- Inclusion is one of the school's core values and all pupils have full access to the learning activities provided, ensuring equality of opportunity for all. All forms of discrimination are tackled. Parents and carers much appreciate the way the school takes care of their children.
- Pupil premium funding is used well to provide disadvantaged pupils with additional support in reading, writing and numeracy. This funding and support are having a positive impact on pupils' achievement.
- The primary sport grant is used very well to extend pupils' opportunities for sport and physical development. A productive sports partnership operates with a local secondary school and a group of schools. Specialist physical education teachers and coaches are employed to provide good teaching for pupils and to help increase the skills of staff. As a result of the funding, pupils' participation in sport has increased. Tournaments against other schools in areas such as football, rugby, netball and orientating have proved popular.
- Since the previous inspection, the local authority has provided good advice, support and training to help the school on its journey to good.
- **The governance of the school:**
  - Governance is effective.
  - Members of the governing body are supportive and actively involved in the life of the school. They have shown ambition in helping the school move to good.
  - They have a clear and accurate overview of the school's performance. They analyse the school's data and have a good understanding of pupils' attainment and progress.
  - Governors have a clear overview of the quality of teaching and its impact on pupils' progress. They understand requirements relating to the management of staff performance and ensure that promotion and pay increases are based on the progress that pupils make. They know where support has been provided to tackle underperformance in the past.
  - Governors ensure that additional funding for disadvantaged pupils is used effectively and check the impact of spending on pupils' achievement.
  - The governors have kept a careful check on the improvements and progress being made.

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

- The behaviour of pupils is good.
- Pupils say that they enjoy school and spoke with enthusiasm about the activities provided. Their positive attitudes to learning contribute well to their good progress. Typical comments include, 'Learning is fun' and 'We always find out new things.'
- The behaviour of pupils is consistently good in lessons. In some classes, pupils show exemplary attitudes to learning and behave extremely well. This is particularly so when pupils are inspired and engaged in their work. Discussions with pupils and the school's clear records of incidents show that behaviour on the school bus is sometimes less positive.
- Pupils are friendly, polite and show consideration and respect for others. Through their studies, pupils demonstrate an appreciation and a good understanding of different cultures and faiths.
- The pupils strive to live by the school's core values of friendship, respect, inclusion, honesty and excellence. In a successful assembly on friendship, pupils had very good opportunities to reflect on and identify the features of true friendship. Pupils participated well and stated, 'Friends are loyal' and 'They are there for us.'
- Pupils willingly take on additional responsibilities such as serving on the school council and supporting younger ones. They raise funds for a range of local, national and global charities. Pupils understand the importance of helping others who are less well off than themselves.
- Pupils are enthusiastic about school and their parents and carers are supportive. Attendance levels are well monitored and have been well-above average since the previous inspection.

**Safety**

- The school's work to keep pupils safe and secure is good. Almost all of the parents and carers who responded to the online survey stated that their child felt safe at school and that they were well looked after. The findings of the inspection support these positive views.
- The headteacher, staff and governors take effective measures to help ensure that all pupils are well cared for and protected. All members of staff have had recent training in child protection and safeguarding.
- The school has developed effective systems for checking and recording safety matters. This helps to ensure that any concerns are dealt with promptly. All staff are appropriately checked before being appointed to the school.
- Pupils show a clear understanding of bullying and the different forms it can take. Discussions with them and the school's records of incidents confirm that bullying in the school is very rare. This is because pupils are respectful to others and as the pupils told the inspector, 'Teachers are really good at sorting it out.'
- The headteacher and staff carry out regular risk assessments and ensure that the school is a safe place for pupils. Strong relationships are established with pupils who know they can turn to trusted adults if they are worried or upset. Pupils say they feel safe at school and are very well looked after by the staff.

**The quality of teaching****is good**

- Teaching is stronger than at the time of the previous inspection. Improvements to teaching have had a positive impact on pupils' learning and achievement. Teaching is promoting good progress for different groups of pupils in literacy, reading and mathematics. Some teaching is outstanding and promotes rapid progress for pupils.
- The result of the parental survey, Parent View, shows that parents and carers are pleased with the teaching their children receive. Learning in lessons, pupils' work and assessments show that teaching is good.
- Since the previous inspection, weaknesses in the teaching of mathematics have been eliminated through effective training. The marking of pupils' work has strengthened. As a consequence, pupils know how well they are doing and teachers' constructive comments help them to improve. Teachers' planning and the work provided take better account of the needs of different groups of pupils.
- Teachers establish positive relationships with pupils and expect them to do their best. The pupils respond well to their teachers' high expectations and this results in good learning and good behaviour. Attractive

and stimulating classrooms help to inspire and motivate the pupils.

- Questioning is used effectively to challenge pupils' thinking and to check how well they have understood new work. Pupils are attentive, enthusiastic and respond well to teachers' questions.
- Disabled pupils and those who have special educational needs are taught well. The inclusion leader, teachers and teaching assistants work well together to ensure that pupils receive the guidance and support that they need.
- Teachers successfully foster an enjoyment for reading. They introduce interesting books to the class and are good role models for reading as they read to pupils with animation and expression. The teaching of phonics (letters and the sounds they make) is good. Pupils are provided with good opportunities to apply their reading skills in different subjects to find information.
- In mathematics, teachers use clear explanations and demonstration to deepen pupils' understanding of calculation and mathematical operations. Pupils are provided with challenging opportunities to apply their knowledge and skills to solve a range of mathematical problems.
- Teachers provide good guidance and examples to help pupils develop their writing skills. They have already identified that the grammar, punctuation and spelling of a small minority of pupils are in need of improvement. Plans are in hand to address this. For example, in a Years 5 and 6 class, pupils were shown clearly how to write a transcript to record a police interview. They then used the information to create a story with direct speech. Pupils used punctuation correctly for the different style of writing.
- Just occasionally, work set is not demanding enough to extend fully the learning of the most able. When this is the case, pupils do not progress as quickly as they should.

### The achievement of pupils

is good

- Leaders and staff have taken effective action to raise pupils' achievement. Throughout the school, pupils are making good progress.
- By the end of Year 6 in 2014, pupils' attainment was broadly average in reading, writing and mathematics. This group of pupils made good progress from their starting points. In the current Year 6, pupils are on course to attain better standards in reading and mathematics by the summer. Attainment in writing is less strong due to some pupils' weaknesses in their spelling, grammar and punctuation skills.
- Attainment can be affected by a higher than average proportion of pupils joining and leaving the school and the small numbers of pupils in some year groups. Most new arrivals make good progress because their needs are quickly assessed and they receive good teaching and support.
- The achievement of the most able pupils is improving. By the end of Year 2 in 2014, above average proportions of pupils attained the higher levels in reading and mathematics but not in writing. By the end of Year 6 in 2014, an average proportion of pupils attained the higher levels in reading and writing. A lower than average proportion attained the higher levels in mathematics. In the current Year 6, above average proportions are on course to reach the higher levels in reading and mathematics. Fewer pupils are on track to attain the higher levels in writing, but progress is nevertheless good from pupils' lower starting points. In lessons, there are a few occasions when the work set is not demanding enough to fully stretch the most able.
- Disabled pupils and those with special educational needs make good progress. This is because the work set and the support provided are well suited to their specific learning needs.
- The attainment of Year 6 pupils in 2014, supported by the pupil premium, is not reported because the numbers were too few and individuals could be identified. Across the school, most pupils supported by the additional funding are making good progress. Gaps in attainment are closing.
- Pupils make good progress in speaking and listening because they have ample opportunities to discuss their learning. They acquire new vocabulary and use this well in their explanations and when expressing their ideas.
- Pupils enjoy reading and make good progress. Those in Year 1 and 2 show a good knowledge and understanding of phonics. Pupils apply their reading skills well to find useful information.
- In mathematics, pupils acquire a good knowledge and understanding of calculation and mathematical operations. They apply their knowledge and skills well to solve challenging and relevant problems. For example, pupils in the Year 4 and Year 5 group made rapid progress in adding and subtracting units of measure. They effectively changed the values in their calculations, such as litres to millilitres, so that the units of measure were the same.
- Pupils' achievement in writing is less consistent than reading and mathematics in some year groups. Grammar, punctuation and spelling are not sufficiently well developed for a small minority of pupils and fewer pupils attain the higher levels in writing than in reading and mathematics. Teachers are taking

positive steps to address these issues. Pupils are increasingly applying their writing skills in different subjects. For example, pupils in Year 2 write interesting leaflets about penguins. They include clear factual information about diet, how penguins keep warm and look after their young. Pupils take good care and show pride in their presentation. Handwriting is well developed.

### The early years provision

is good

- The early years provision is well led and managed. Imaginative learning activities are planned and provided. These promote enjoyment, enthusiasm and good progress for children. There are effective systems for assessing and recording children's attainment and progress.
- Children's attainment on entering the Reception class varies because numbers in each year are often low. Children make good progress in all areas of learning because they are well taught and are provided with interesting activities which are well suited to the needs of different groups. This ensures they are well prepared for learning in Year 1.
- Successful learning activities are provided indoors and out. Imaginative role play areas such as the 'Dinosaur Museum' and a 'Spacecraft' promote creativity and language well. The attractive and stimulating learning environment inspires and motivates the children.
- Teaching is good. Strong emphasis is placed on developing early reading and writing skills. Children make good progress in phonics. In writing, they are forming letters correctly. Children are beginning to write interesting sentences about their learning. They make good gains in working with number and solving basic problems. Just occasionally, the activities provided are not sufficiently demanding to extend the learning of the most able children.
- Children enjoy finding out about the past. They use their observation skills well when identifying the features and the names of model dinosaurs. They had fun excavating dinosaur fossils from the sand. Children used their imagination in creating their own dinosaur eggs of clay.
- In Reception, children are safe and are very well cared for. Good induction arrangements help children to settle quickly. Adults establish strong relationships with the children, who respond well to the adults' clear expectations. The children grow in confidence and relate well to adults and to their peers. Their good behaviour contributes a great deal to their learning.

## 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> | 126335    |
| <b>Local authority</b>         | Wiltshire |
| <b>Inspection number</b>       | 453428    |

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>                     | Voluntary controlled          |
| <b>Age range of pupils</b>                 | 4–11                          |
| <b>Gender of pupils</b>                    | Mixed                         |
| <b>Number of pupils on the school roll</b> | 103                           |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | David English                 |
| <b>Headteacher</b>                         | Kay Vousden                   |
| <b>Date of previous school inspection</b>  | 27–28 February 2013           |
| <b>Telephone number</b>                    | 01666 823534                  |
| <b>Fax number</b>                          | NA                            |
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