

Wimborne First School

School Lane, Wimborne, Dorset, BH21 1HQ

Inspection dates 26–27 February 2015

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.

- Members of the governing body often check that senior leaders meet their aims for improving the school. There has been a successful focus on raising the attainment of pupils in Years 3 and 4. These pupils now make good progress and are well prepared for middle school.
- Senior leaders have high expectations for consistently good teaching and they work with teachers to provide the necessary training and support. As a result, teaching is of a good quality and motivates pupils to learn well.
- The new curriculum is being introduced effectively. Pupils' writing is improving because they are interested in the topics they are learning about and they want to convey their knowledge in different ways.
- Pupils' overall attainment in national tests at the end of Key Stage 1 is consistently above average.
- Many of the children in the early years reach a good level of development because they are given the chance to learn by following their own interests. There is a good mix of other lively class activities and children are well prepared for Year 1.
- Pupils' behaviour is good and they have positive attitudes to learning. They are developing useful habits for finding out information for themselves, checking their work and helping one another.
- Senior leaders use effective systems for keeping pupils safe. Pupils and their parents agree that this is a happy school that takes good care of children.

It is not yet an outstanding school because

- Some teachers are not checking pupils' learning often enough during lessons so they are not fully aware how well pupils understand their tasks.
- These teachers take longer to adjust activities for pupils who are ready to build on their skills and for pupils who need to learn more slowly.
- Senior leaders and teachers collect a great deal of information about pupils' progress but this is not checked often enough to find out if more could be done to improve the achievement of different groups of pupils.
- Action plans do not make it clear how the school intends to target and measure improvements in the achievement of different groups of pupils. As a result, the plans are not having a significant impact on pupil progress.

Information about this inspection

- Inspectors visited classrooms 13 times to observe learning. Six of these observations were conducted jointly with school leaders.
- Discussions were held with senior leaders, members of the governing body, teachers and a representative from the local authority.
- Inspectors spoke with groups of pupils, listened to some of them read and looked at samples of their work.
- There were 87 responses to the online questionnaire, Parent View, and inspectors took account of these and the views of the parents and carers they met at the school.
- Inspectors looked at various documents, including the records of pupils' progress, the school's evaluation of its work, development plans, behaviour and attendance records and safeguarding procedures.
- Inspectors took account of 32 questionnaires returned by members of staff.

Inspection team

Juliet Jaggs, Lead inspector	Additional inspector
Mark Ackers	Additional inspector

Full report

Information about this school

- Wimborne First School has grown in size since the previous inspection and there are now two classes in each year group, including Reception. The school is now similar in size to the national average for primary schools.
- The large majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is below average. Presently, there are no pupils in the care of the local authority at the school.
- The proportion of disabled pupils and those with special educational needs is above average.
- Early years provision is full time.
- The governing body manages a breakfast club at the school.
- The school is a member of the Wimborne Pyramid of schools and the East Dorset Education Partnership.

What does the school need to do to improve further?

- Improve the quality of teaching, so that more of it is consistently outstanding, by making sure that all teachers:
 - check pupils' understanding in a variety of ways during lessons so they are able to respond quickly to the needs of different groups of pupils as they learn
 - adjust activities during lessons for those pupils who show they are ready to build quickly on their skills and for those who show they need to develop their understanding more slowly.
- Improve the effectiveness of leadership and management at all levels by:
 - making sure that all available information about pupils' achievement is frequently analysed so that quick action can be taken to improve the achievement of different groups of pupils at the school
 - ensuring action plans have clear, measurable targets related to pupil attainment and progress so that they are effective in improving the achievement of all groups of pupils.

Inspection judgements

The leadership and management are good

- The headteacher creates an effective learning environment which combines a commitment to rigorously carrying out school policy with staff working well together. All staff fulfil their roles and responsibilities well as a result.
- Morale is high and staff are keen to share their expertise. Most parents are extremely satisfied with the quality of education their children receive and pupils say that they are proud to be part of the school.
- A thorough system for monitoring the quality of teaching has been introduced. These activities are used effectively to identify support for individual teachers as well as the training needs of the whole staff. For example, the school has recently developed a more practical approach to learning in mathematics which is having a positive impact on developing pupils' understanding of mathematical concepts.
- School leaders have set up a comprehensive calendar for assessing pupils' progress. Teachers often interpret this information to adapt their plans for the different groups of pupils in each class so that all pupils have an equal chance to learn successfully. There has been less of a focus on collating this information so that leaders have a clear view of the ongoing impact of their decisions and of the new curriculum on different groups of pupils throughout the school. As a result, actions that would improve achievement are not put in place quickly enough.
- Leaders make effective decisions for groups across the school based on an annual review of this information. For example, leaders changed the way they group Key Stage 2 pupils for English lessons because they found out that boys at the school learn more effectively when they mix with pupils who have different levels of attainment. This has had a positive impact on reducing the gap between the achievement of boys and girls, especially in reading.
- Leaders throughout the school create detailed action plans. However, without the necessary whole-school information about the achievement of groups of pupils, these plans are not sharply focused on measurable intended outcomes for each of these groups. This is limiting the school from achieving the very rapid rates of pupil progress to which it aspires.
- Middle leaders take an active role ensuring their colleagues are introducing the new curriculum consistently. As a result, the curriculum is being used effectively to make learning more engaging as pupils identify questions about each new topic which they want to follow up themselves. Pupils are also applying their skills more accurately in a range of learning activities, which is having a positive impact improving their writing in particular.
- Pupils' spiritual, moral, social and cultural development has improved as the curriculum now includes more of an emphasis on resolving conflicts. This is helping pupils appreciate that they are all different, which is having a positive impact promoting their understanding of British values.
- The pupil premium is being used effectively to provide the eligible pupils who receive it with specific help. Senior leaders and members of the governing body reject all discrimination and work together to make sure this funding is having a positive impact on improving these pupils' attitudes so they sustain high levels of attendance and make good progress.
- The primary sports funding is being used to good effect. Teachers have received training to develop their expertise in gymnastics and dance, and pupils are learning to express themselves well as a result. The number of pupils taking part in after-school clubs has increased significantly as more activities are on offer. Pupils are learning to compete in events against their peers in school and fitness sessions are being added for the small group of pupils who have still to become fully involved.
- The local authority considers the school to be effective so their representatives encourage leaders to choose the services they consider relevant to improving the school further. The school has made good use of this partnership to make sure that children's development is assessed accurately in the early years and to check that the school's arrangements for safeguarding pupils are effective.
- Leaders establish effective partnerships with the schools in the Wimborne Pyramid to check they are introducing the new assessment system consistently and that they have an accurate view of the progress pupils are making.
- **The governance of the school:**
 - Members of the governing body are keen to keep up to date with the work of the school. They have altered their committee structure and now meet on a monthly basis. They consult an independent advisor to make sure they interpret information about pupils' achievement accurately and can check that pupils continue to make good progress. Governors visit lessons to understand more fully about the quality of teaching and they work with the headteacher to tackle underperformance effectively. They know how performance management is being used to enhance pupils' achievement and they withhold

pay awards when targets are not met.

- Governors seek to ensure that the curriculum meets the needs of all pupils. They were instrumental in the improvements to pupils' personal, social and health education programme promoting pupils' understanding of themselves and of British values. Finances are well managed to ensure that the school has the necessary staffing capacity and resources as it grows in size. There are effective systems to ensure the governing body fulfils all its statutory duties and safeguarding procedures are robust.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning because the school makes them aware of their responsibility to work effectively. Pupils know how to research new ideas independently and how to check their knowledge, by using a dictionary for example. They generally sustain their concentration and take pride in their presentation. Some pupils find it hard to maintain this level when they are working on their own. Their progress slows on these occasions so their behaviour is not outstanding overall.
- Pupils appreciate classroom systems such as the 'Stuck ladder' which help them acknowledge when they need help. The school fosters good relations so pupils understand that they learn in different groups and with various partners. They have all come to accept their role in helping one another overcome difficulties.
- Pupils have a strong commitment to the school community and they want to play their part within it as a 'play ground buddy' or a 'hall helper'. Pupils respect the democratic election of school council members and those who are chosen to serve on the council are proud to represent their peers at local Wimborne events. For example, pupils contributed to recent discussions about Dorset heritage projects, supporting their cultural development well.
- The behaviour policy has been in place for three years and it is increasingly effective in preventing low-level disruption. School records show that pupils' behaviour is good and incidents are now extremely rare.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils know about the various forms of bullying but they say they are not troubled by incidents in school. They know what to do if they are concerned about bullying and they are confident that the school would deal with it effectively. Parents agree that their children are safe from bullying at school. The school has also helped families learn about e-safety together and pupils know how to manage the risks associated with using the internet.
- School leaders continually enhance systems for reducing absence. Levels have fallen steadily over the last three years and overall attendance figures are now above average. The school's work with individual pupils and their families means there has been a reduction in the proportion of pupils who are persistently absent.
- The school is able to identify pupils at risk because of the rigorous system for documenting and analysing concerns in classroom welfare logs. The school makes sure that families who need specialist support benefit from links with a variety of appropriate external agencies.
- The breakfast club provides a happy and healthy start to the day for those pupils who attend.
- The school has robust procedures for ensuring the safety of the school site by checking the suitability of visitors and securing doors and gates. Parents appreciate this commitment to keeping their children safe.

The quality of teaching is good

- Pupils become engrossed in learning during lessons because teaching is engaging. Pupils often share their findings and their successes with their peers working close by because they are interested and motivated by the activities that are prepared for them.
- Teaching makes good use of the new curriculum and pupils' learning is well organised to provide a balanced focus on skill development within the context of various topics. This has a positive impact, helping pupils learn well in mathematics as they concentrate on number facts and calculation before they apply these skills to solve problems. For example, pupils in Year 4 made good progress apportioning a budget to stock their toy shop from the time of George V, because they had spent time understanding the impact of different mathematical operations beforehand.

- There is a good level of consistency in the way teachers and teaching assistants help pupils learn their letters and the sounds they make (phonics). Pupils are making good progress in reading because they practise phonics in a lively manner, often moving on quickly to learn new words. Adults use discussion effectively to draw out the meaning of the text and this is having a positive impact improving pupils' comprehension skills.
- Pupils understand how to learn effectively because of the different systems which help them plan how to complete tasks well and then to check that they have done so. Pupils are learning to take responsibility for their progress as a result and they are developing good habits for reviewing their work and identifying what they can do to improve their work.
- Work in pupils' books shows that teaching is helping pupils make good progress in writing because of the way pupils learn to organise their ideas before writing at length in well-structured paragraphs.
- Some teachers skilfully adapt learning activities during lessons. They review pupils' understanding and recognise when pupils are ready to build on their skills and when they need to approach a new idea in a different way. This is inconsistent. Other teachers are not checking pupils' learning as effectively so they take longer to recognise when adjustments are needed to sustain good progress.

The achievement of pupils is good

- Pupils' overall attainment in national tests at the end of Key Stage 1 is consistently above the national average, especially in mathematics.
- The gap between the attainment of disadvantaged pupils and that of their peers at the school in national tests is closing steadily, particularly in reading and writing. Disadvantaged pupils are now about six months behind other pupils nationally in reading, writing and mathematics. This reflects the good progress these pupils make from their starting points evident in the school's records.
- Pupils are making good progress in writing because they are interested in curriculum topics. This is helping them understand how to use their ideas to write in a particular style. For example, Pupils in Year 3 were fascinated by volcanologists so they were able to write accurately to persuade others to fulfil this role.
- Pupils make good progress in reading because there is a consistent approach to teaching phonics throughout the school. Pupils in Year 1 build on their vocabulary in the same way as they learned in the early years. The proportion of Year 1 pupils reaching the expected standard in the phonics screening check is above average and improving, including that of disadvantaged pupils. Pupils build on this good attainment as they move up the school because their book choices are carefully managed. Pupils are challenged to read difficult texts with teachers and teaching assistants at school and they have the chance to practise fluent reading at home.
- The school is working to improve the progress made by pupils in Years 3 and 4. School information shows that this has improved steadily over the last three years. Work seen in pupils' books and during lessons indicates that these pupils are now well prepared for the next stage in their education.
- The most able pupils make good progress because they are challenged to develop their skills quickly. For example, the most able pupils in Year 3 use personification and metaphor to bring their writing to life. The most able pupils are making good progress in mathematics because they are often asked to create and then investigate their own mathematical questions.
- Disabled pupils and those with special educational needs make good progress because the support they receive is carefully planned and it meets their needs well. Teaching assistants help these pupils see the patterns in numbers and so develop their understanding. Parents are encouraged to complete these pupils' reading journals in full when they hear their children read at home. This provides a useful dialogue between home and school which is helping pupils build on their phonics skills.
- Pupils' achievement in physical education is good because of the impact of the sports funding. As a result of the current emphasis on dance and gymnastics, pupils perform well because they understand about the dynamics of movement. They are learning to choreograph creatively because they are able to apply techniques, such as unison, in interesting ways.

The early years provision**is good**

- Children join the early years with fewer skills than is typical for their age, especially in reading and writing. They make rapid progress and the proportion achieving a good level of development by the end of Reception is above average. This has improved steadily over the last three years and children are well prepared for Year 1.
- The quality of teaching is good because assessment and planning are used effectively to meet the needs of groups of children. Members of the governing body have worked with school leaders to make sure they are able to support groups of children effectively, especially disabled children and those with special educational needs, who are identified early when they join the early years.
- Children catch up quickly in reading because they enjoy practising their letters and the sounds they make. Teaching is particularly effective in helping children build on their skills and they are frequently challenged to learn new words.
- Children's behaviour is good because adults encourage them to be considerate and to recognise one another's achievements. Children know how to keep themselves healthy and safe because of the advice they receive about taking care inside the setting as well as outside. Children show that they can anticipate risk. For example, some of the most able children wrote in their own words about the importance of following a fireman's instructions.
- The early years provision is well led and managed. The leader pays careful attention to the effectiveness of the setting in helping children develop the full range of skills necessary for Year 1. In the past, children's creative development has not been as strong as other areas. This has recently improved because of the decision to give children more responsibility for planning their learning.
- The school works effectively with parents, introducing them to one another and to the school well before their children join the Reception class. Parents continue to contribute to their child's development throughout their time in the early years, sharing successes from home on the 'Wow tree' in each classroom. Teachers build equally well on these interests as they do on those the children develop at school to ensure they make good progress.

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	113679
Local authority	Dorset
Inspection number	449594

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

Type of school	First
School category	Community
Age range of pupils	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Gary Plummer
Headteacher	Sarah Lynch
Date of previous school inspection	3–4 March 2010
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