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Miss Katie Purdy
Headteacher
Woolhampton C.E. Primary School
Woolhampton Hill
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Dear Miss Purdy

Short inspection of Woolhampton C.E. Primary School

Following my visit to the school on 13 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2014.

This school continues to be good.

You have maintained the good quality of education in the school since the last inspection. You have a clear vision for the school and its pupils and, despite only being at the school for a short time, have created thoughtful plans for further improvement. Under your leadership, the staff work as a close and effective team and are committed to 'enabling all to flourish' with their personal and academic development.

Pupils are happy at Woolhampton. They told me that they like their school and their learning because their teachers know them and make lessons fun. They particularly like the wide range of extra-curricular activities, which includes sports, music and trips such as the Year 6 visit to Greenham Common Cold War experience. They are proud of their school values, especially the way that everyone tries to be respectful and polite to each other, and they explain well the difference that this makes. They recognise that sometimes they make mistakes but say that staff help them to put things right. They particularly like the new behaviour support system and are very proud when they 'get to gold' and can explain what they do to achieve this.

The vast majority of parents are also happy with Woolhampton, one describing it as a 'second family' and others commenting on the care that staff demonstrate. Many praised the changes you have made since your arrival, and described improved communication and security systems for the school site. A small minority of parents expressed a concern about behaviour, but I did not see evidence of anything but strong learning behaviours throughout the school.

The areas for improvement identified at the previous inspection have been addressed and successfully achieved. Working with your governing body, you have rightly identified your current school priorities. Your evaluations show that the recent changes to the organisation of the Reception and Year 1 classes and the new action plan to support pupils who have special educational needs (SEN) and/or disabilities both show promising starts but need to be embedded and developed. Governors are also aware of the need to ensure a sharper focus on their vision and strategic priorities for the school.

Safeguarding is effective.

All staff in the school are highly aware of the importance of their role in being alert for the slightest worry. They know all the pupils very well and, as a consequence, do spot little changes that turn out to be significant. They make swift and effective use of the strong systems in place to help safeguard pupils and their families. Recruitment processes are undertaken well and checks regarding suitability to work with children are recorded appropriately.

Pupils feel safe and recognise the way that staff are 'always there' for them to talk to. They understand how to keep themselves safe when online and explained to me strategies and reasons. The few pupils who previously had high absence have improved their attendance due to staff care and thought about what will make school 'too good to miss'.

Inspection findings

- During this inspection, I considered how well leaders and teachers have ensured that the curriculum is broad and balanced and prepares pupils well for their next steps. I found that each topic has national curriculum subjects woven through it to create cross-curricular links that support pupils' learning and progress well. Teachers prioritise the development of pupils' knowledge and skills and are not afraid to step away from the topic if that will improve pupils' learning. Teachers use their professional research about learning and the memory to structure sequences of lessons that help pupils to strengthen their knowledge and skills. This helps pupils to make good progress and prepares them well for their next steps.
- I also looked at how well pupils who have SEN and/or disabilities are identified and supported. The work started after the previous inspection, when identification of pupils' needs improved throughout the school. More recently, a comprehensive action plan has helped to strengthen practice further. Pupils' needs are clearly identified through individual 'Success and Achievement Plans', which are written with pupils, parents, teachers and the special educational needs coordinator (SENCo). These are used to help set clear and aspirational targets for pupils against which their progress can be measured. Early signs from this work are promising, but leaders are aware that this work needs to be embedded and fully developed.
- I considered how well leaders ensure that children make a good start to school in Reception Year. The changed environment and organisation of the joint

Reception and Year 1 class has increased opportunities for pupils' successful development. There are attractive spaces for pupils to learn through play and for quiet time at desks when appropriate. The outdoor area is used well, and staff make the most of the school grounds. I observed children enjoy visiting different areas of the school to listen carefully for and to identify sounds that could be heard. Leaders are, rightly, evaluating the impact of the changes in order to refine and develop this work fully.

- I explored how effectively governors fulfil their statutory duties and hold leaders to account. Governors are dedicated and determined to support and improve the school. They have undertaken training and bring a wide range of skills to the role. They have made strong staffing decisions; for example, they waited to appoint the right headteacher for their school, not just the first headteacher. They have provided ongoing support to the interim headteacher and now you as the substantive headteacher, but this has meant that at times over the past year they moved from their strategic role to being involved in operational decisions about the school. They recognise this and the need to develop clarity of vision to inform their strategic work.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- support for pupils who have SEN and/or disabilities continues to develop
- leaders continue to evaluate and refine the provision for the Reception and Year 1 class
- governors maintain their focus on vision and strategy for the school.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Oxford, the regional schools commissioner and the director of children's services for West Berkshire. This letter will be published on the Ofsted website.

Yours sincerely

Lucy English
Her Majesty's Inspector

Information about the inspection

I met with you, the SENCo, teachers and members of school staff. I also met with three members of the governing body, including the chair of the governing body, and the area improvement advisor from the local authority. Together, we planned the key lines of enquiry for the inspection. With you, I visited all the classes in the school to observe pupils' learning, speak with pupils and look at their work. I also spoke with pupils at lunchtime and considered 47 responses to the online pupil survey. I met parents and carers at the start of the school day and took into account 24 responses to Ofsted's online questionnaire, Parent View, including 11

written contributions. I spoke with staff during the day and took account of 11 responses to the online staff questionnaire. I also discussed curriculum plans with teachers and leaders and looked at a range of documentation, including information about the work of governors, safeguarding, attendance and behaviour. Additionally, I scrutinised and discussed pupils' attainment and the school's self-evaluation and development plans.