



# Welford and Wickham Church of England Primary School

## Inspection Report

**Unique Reference Number** 109984  
**LEA** West Berkshire LEA  
**Inspection number** 278330  
**Inspection dates** 15 November 2005 to 15 November 2005  
**Reporting inspector** Steven Hill AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Wickham
<b>School category</b>	Voluntary controlled		Newbury
<b>Age range of pupils</b>	4 to 11		RG20 8HL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01488 608306
<b>Number on roll</b>	49	<b>Fax number</b>	01488 608306
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Hunt
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mrs Catherine Morley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 November 2005 - 15 November 2005	<b>Inspection number</b> 278330
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## **Introduction**

The inspection was carried out by an additional inspector.

## **Description of the school**

Welford and Wickham Church of England Primary is a small rural school with three mixed-age classes. It draws most of its pupils from several villages near Newbury. Pupils' social circumstances vary considerably, but overall are above average. The proportion entitled to free school meals is below average. Attainment, when pupils start school, varies from year to year but generally is average or slightly above. The proportion of pupils with special educational needs is average. Almost all pupils are of white British origin and speak English as a home language. A large number of pupils start or leave the school at other than the usual times.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that gives good value for money. The school believes that it does a good job and inspection evidence confirms this. Pupils thrive in the school's warm, friendly ethos and achieve well. Standards are high, and are outstanding in reading, science and music. Achievement in writing, while good, is not as strong as in reading, and the school is working to improve this. Pupils' personal development is outstanding. Pupils are very well behaved and have excellent relationships with each other and with staff. They are hard working and very committed to learning and to the school. They thoroughly enjoy their lessons and other activities. Parents share their children's very high opinion of the school. Teaching and learning are good, and are outstanding in the class for the oldest pupils. There is a good curriculum, which has particular strengths in science, reading and music. Provision in the foundation stage is good, and pupils settle in quickly and make good progress. Pupils are cared for well, and their progress is tracked very carefully, so teachers know just how well they are doing. There are very good arrangements for giving extra help to pupils who struggle, or who start to fall behind, and for providing challenging work for high fliers. Management is good and the headteacher provides strong leadership to an effective team. The arrangements to monitor teaching and learning are thorough and effective. They give an accurate view of strengths and weaknesses and enable the school to take action that raises standards. The school has improved achievement and teaching since the last inspection and is well placed to improve further.

### **What the school should do to improve further**

Implement the planned programme to raise achievement in writing.

## **Achievement and standards**

### **Grade: 2**

Pupils start with average standards overall and achieve well throughout the school. Achievement in reading and science is outstanding. By the end of Year 2, standards in English, mathematics and science are above average. By the end of Year 6, standards in these subjects are well above average. Standards in reading and science are particularly high by the end of the school. Standards in writing lag behind those in reading, and the school has just put in place an extensive programme to improve writing. An outstanding lesson during the inspection showed that this is proving effective. The school achieves very high standards in music and the performing skills of older pupils are exceptional. Speaking and listening skills are developed very well. This was apparent when pupils contributed thoughtfully and confidently in lessons, and when Year 6 pupils gave the inspector a lively and entertaining account of life in the school.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is very good. Pupils behave very well and take a pride in their work and in their school. They form outstanding positive relationships with each other, and boys and girls, and pupils of different ages, work and play together cheerfully. Older pupils keep an eye on younger ones and take great care of them. Pupils develop their independence well and work together effectively in teams. Pupils learn to think ideas through and tackle problems with confidence and enthusiasm. They know how to keep themselves safe and follow rules well because they understand the consequences of their actions. They understand about healthy lifestyles and take part enthusiastically in sports and physical education. Pupils in Year 6 told the inspector that they felt safe in school and that there was absolutely no bullying. They enjoy the small scale and the fact that they know everyone. They agreed that they enjoy all their lessons, although they have particular favourites. Attendance is very good. Pupils' good basic skills are put into practice in a variety of ways. Older pupils sell snacks and organise the distribution of milk and free fruit at playtimes. Pupils really enjoy school and grow into confident, self-possessed, thoughtful and caring young people in the happy and friendly environment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall and is outstanding in the class for the oldest pupils. Positive relationships and clear routines mean that lessons are orderly and learning takes place at a good pace. Teachers give good explanations so pupils are clear about what they are doing. Very good use is made of practical work to enthuse pupils and this supports their understanding effectively. A particular strength is the very good use made of assessment to match work to pupils' needs. High fliers are given more challenging work, and those who struggle are given extra help and work that is within their capabilities. Marking is very good and gives pupils a clear understanding of what they did well and how they can improve. A particular strength of lessons for older pupils is challenging questioning, so that pupils think through difficult ideas carefully. Pupils are very independent in their thinking and confident in expressing their own ideas. They help set their own targets for learning and work hard to meet them.

### **Curriculum and other activities**

#### **Grade: 2**

There is a wide-ranging and interesting curriculum that covers all subjects effectively. Reading has a particularly high profile, with a lot of time and effort leading to the very high standards attained. Parents are effectively involved in supporting their children's reading. There is excellent provision in music, with pupils having access to high quality instruments and skilled specialist teaching that lead to high standards. Good provision

is made for physical education through the use of specialist coaches in lessons and after-school activities. Pupils also have the opportunity to learn French. The provision of extra-curricular clubs is outstanding for such a small school, with virtually all pupils involved in one of a range of clubs on Tuesday afternoons. The curriculum for the foundation stage is matched well to the needs of these very young children, with a good emphasis on practical work and learning through play. The emphasis on practical activities throughout the school, particularly in science, gives good support to pupils' achievement. There is a wide range of visits that inspire pupils, stick in their memories and strongly support their good academic and personal progress.

## **Care, guidance and support**

### **Grade: 2**

Children are cared for very well and child protection arrangements are good. The outstanding feature of guidance to pupils is the very careful and thorough assessment of their progress. This enables the school to plan programmes of support that are carefully tailored to the needs of individuals. This process is very effective in supporting pupils with special educational needs and helping them make good progress, as well as in spotting any pupils who are underachieving and giving them help. Staff also have a very good understanding of pupils' personal development, and are able to give them very effective pastoral support. Children are taught satisfactorily about healthy lifestyles and healthy eating, and are encouraged to put their knowledge into practice.

## **Leadership and management**

### **Grade: 2**

Strong and innovative leadership from the headteacher supports an effective team of staff, whose work is consistently focused on developing pupils' academic and personal standards. Governors fulfil their statutory duties well and have a clear understanding of the school's strengths and weaknesses. The high-quality self-evaluation is accurate, and inspection judgements only differed from those of the school in personal development. The school had modestly assessed this as good when it is, in fact, excellent. Parents are consulted regularly so that their views can be taken into account, and the recently developed school council gives pupils a clearer voice in the school. Very effective systems are in place to monitor teaching and learning, and to keep an eye on standards. Strengths are consolidated well and any weaknesses are addressed effectively. This is the principle reason for the consistently high academic standards attained by the end of the school and pupils' outstanding personal development. The school is constantly striving to build on its success for the benefit of the children. For example innovative use of time and outside resources has produced outstanding provision for music. The school is well placed to continue to improve in the future, because effective systems and very clear leadership support the strong desire of staff to do the best they can for their pupils.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for all your help during the inspection. I really enjoyed talking to you and watching you at work in lessons. You told me that you enjoyed school and I could see why. This is what I found out.

You make good progress in lessons and get to high standards in English, maths and science. Your reading is excellent but you are not quite so good at writing. Your teachers are now working hard with you to make your writing as good as your reading. You are good at doing experiments in science and are very sensible and thoughtful in these lessons. I was also particularly impressed by the standards in music and the singing by the choir was the best I have heard for ages. Your behaviour is very good and you get on well with each other. The older pupils are very grown-up and sensible. They are very caring and helpful to the younger children. You give a lot to the school, and the new school council should help you have even more of a say in what happens. The teachers are really good at helping you to learn and you get on very well with them. They are particularly good at making sure that you get work that is just right for you, so that everyone can make progress. You are good at explaining your ideas and you work hard in lessons because your teachers keep you busy. You all seem to enjoy the interesting things you do in lessons and on trips. There are lots of clubs for such a small school and most of you join in with these enthusiastically.

The adults in the school look after you very well, so that everyone is safe and happy. The headteacher and the governors are very good at organising the school. The staff are always checking on how you are doing and trying to help you to improve and to give you even more interesting things to do. To get even better, you need to work with your teachers to improve writing, so that is as outstanding as your reading. Thank you again for all your help.