



Nomansland and Hamptworth Church of England Aided Primary School

Inspection Report

Unique Reference Number 126407
LEA Wiltshire
Inspection number 282107
Inspection dates 8 June 2006 to 8 June 2006
Reporting inspector Michael Barron AI

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

Type of school	Primary	School address	School Road
School category	Voluntary aided		Nomansland
Age range of pupils	4 to 11		Salisbury, Wiltshire SP5 2BY
Gender of pupils	Mixed	Telephone number	01794 390380
Number on roll	70	Fax number	01794 390380
Appropriate authority	The governing body	Chair of governors	Dr Ian Mettam
Date of previous inspection	22 May 2000	Headteacher	Mrs Lorraine Pugh

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Nomansland and Hamptworth is a smaller-than-average primary school set in a rural environment. The school is popular and pupil numbers have risen markedly in recent years. Presently pupils are taught in three mixed-age classes. The proportion of pupils with learning difficulties and disabilities is about average. No pupils are eligible for free school meals. The vast majority of pupils are White British and fluent English speakers.

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 which provides pupils with a good education.

The school has undergone a period of instability since the last inspection. During this time the number of pupils declined markedly. However, since the appointment of the present headteacher, pupil numbers have almost doubled.

The school consistently meets the needs of all pupils, regardless of their ages or abilities. The Reception children get off to a good start and most meet or exceed the standards expected of them before they enter Year 1. The good quality of teaching in all year groups makes sure that this good start is successfully built on. The school carries out rigorous assessments of pupils' progress and uses these well when planning further work. As a consequence work is well matched to the different abilities of pupils. The quality of marking is good and helps pupils to develop a firm understanding of how to improve. By the end of Year 6, standards are consistently above average. However, the standard of pupils writing is lower in comparison to standards in other subjects and is an area that needs improving.

Personal development and well-being are good. Pupils contribute well to the wider community and understand the importance of a healthy lifestyle and regular exercise. Although spiritual, moral and social education is good, pupils' knowledge and understanding of the multi-cultural aspects of modern British society are limited.

Staff ensure that pupils are safe and well looked after. This is reflected in the views of parents, who value the quality of care and support given to their children. Pupils display good attitudes to learning, work hard in lessons and state that they enjoy coming to school.

The school has made good progress since the last inspection and demonstrates the capacity to continue to improve. The headteacher's leadership is outstanding and she is well supported by the staff and governors, who have a firm understanding of the school's strengths and areas for development.

What the school should do to improve further

- Improve standards in writing to raise them to the same level as reading and mathematics.
- Improve pupils' awareness and understanding of the multi-cultural nature of modern British society.

Achievement and standards

Grade: 2

Pupils achieve well in all year groups. Children enter the Reception year with the skills and knowledge expected for their age. They make good progress and attain or exceed the expected levels by Year 1. Pupils continue to make good progress throughout the rest of the school because teachers have high expectations and set pupils challenging targets. This is evident in the good quality of pupils' work.

Standards in Year 2 are above average overall and Year 6 pupils have attained consistently above-average standards in national tests for the past four years. This track record of good achievement over time reflects the good quality of teaching seen during the inspection.

However, standards in writing fluctuate. The school recognises that the standard of pupils' free-writing, including text structure and composition, is still an aspect in need of improvement for the standard to be consistently as good as mathematics and reading.

Pupils with learning difficulties and disabilities make the same progress in learning as other pupils because of the good level of support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Attendance is good and pupils display a real enthusiasm for learning. Moral, spiritual and social development is good and this is reflected in the good standard of pupils' behaviour. However, pupils have only a limited understanding of the multi-cultural nature of modern British society.

Pupils feel happy, valued and respected and are quick to help others should the need arise. There is a family atmosphere about the school. Older pupils care for the youngest pupils in their role as 'Aunts and Uncles'. The school council successfully gives pupils a voice in school decision making and pupils' views were recently taken into account when the playground and toilets were redesigned.

Pupils make a good contribution to the wider community through participation in village events and by their support for charities and fund raising for others less fortunate than themselves.

They use equipment safely and understand the importance of a healthy lifestyle and regular exercise. They are preparing well for their future economic well-being by developing good personal and workplace skills through activities such as work placements for Year 6 pupils in local playgroups.

Quality of provision

Teaching and learning

Grade: 2

Good teaching throughout the school ensures that pupils make good overall progress. Teachers work effectively together in order to ensure lessons match work to the needs of the different ages and abilities of pupils within each class. They display good subject knowledge and use a wide range of methods in order to make lessons interesting. Lesson planning provides pupils with opportunities to develop their writing skills in other subjects. However there are occasions when pupils are not fully engaged in discussions during lessons because they are not given sufficient time to think about their answers to teachers' questions. Effective teaching assistants make a valuable

contribution to learning, particularly when supporting pupils with learning difficulties and disabilities.

Activities for Reception children are exciting and interesting and ensure a sound balance between independent learning and teacher-directed tasks.

Pupils say they enjoy learning and they behave well in lessons. They are very attentive and work hard. Their work is well presented and the consistently good quality of teachers' marking is a valuable aid in helping pupils to understand how to improve their work.

Curriculum and other activities

Grade: 2

The school has a good focus on creativity. Opportunities for pupils to develop their initiative and independence have improved since the last inspection. Pupils take part in science research projects and have enjoyed continued success in a university sponsored 'Robotics Challenge' competition.

Children in the Reception class are provided with an interesting range of experiences which reflect their needs in all areas of learning, whilst the curriculum for older pupils is enriched through a diverse variety of popular extra-curricular activities, including opportunities for sewing and golf coaching. Pupils enjoy regular visits to places of interest, for example, Marwell Zoo, whilst interesting visitors to school, such as a mother caring for her baby, help learning come to life.

Good provision for personal, social and health education ensures that pupils are well aware of the importance of fitness and well-being. Pupils feel valued as individuals.

However, it became evident during discussions with pupils that their knowledge of the multi-cultural aspects of modern British society was limited and that they do not have sufficient opportunities to develop their understanding of the different cultures and traditions of the people living in this country.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The school has a caring ethos where pupils feel secure. Health and safety routines, child protection and risk assessments are fully in place. Parents comment that the quality of care is "excellent" and describe the school as "extremely welcoming." Pupils are happy and confident that their problems and concerns will be dealt with effectively by adults.

Teachers' marking of work is informative and reflects the good quality of overall guidance given to pupils about how to improve their work. This helps pupils make progress in learning. However, during discussions with younger pupils, it became evident that not all of them were aware of their individual learning targets. This weakens the potentially motivating impact that the targets might have.

Pupils with learning difficulties and disabilities are identified at an early stage and their needs are addressed well. Teaching assistants play an important role in supporting pupils who need extra help. This enables them to achieve as well as other pupils.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is outstanding and has been a key factor in ensuring the school has recovered well from a difficult period. Since her appointment the number of pupils on roll has nearly doubled and the school has acquired a good reputation within the local community. She has ensured that all staff and governors share a clear vision and a commitment towards placing the needs of all pupils, regardless of their ages or abilities, at the heart of the day-to-day life of the school. As a result, equality of opportunity for pupils is outstanding.

The school's procedures for checking the progress of individual pupils and for monitoring the school's overall effectiveness, criticised by the previous inspection, are now good and are used effectively to improve teaching and learning. Resources are used efficiently and the quality of teaching is monitored regularly. Teachers have subject leadership roles and are continually striving to identify where improvements to pupils' achievement could be made. However, the school recognises that it has yet to successfully implement initiatives to raise pupils' achievement in writing to match achievement in other subjects.

The governing body supports the school well. Governors play an active part in school life and have a clear idea of the school's strengths and areas for improvement. Partnerships with other schools and outside bodies are good and effectively extend pupils' learning experiences beyond the school environment. The school works closely with parents. It regularly seeks and takes their views into account.

The school clearly has the capacity to improve.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	2	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Pupils,

Thank you for making us feel very welcome when we visited your school. We really enjoyed coming into your lessons and looking at your work. We especially enjoyed talking to some of you about your school.

Here are some of the things we like about your school:

- We are really impressed by your behaviour and the sensible way you talked to us about how much you enjoyed school.
- Your headteacher and teachers take very good care of you and work hard to make sure school is an interesting and exciting place.
- You do well because your teachers make lessons interesting.
- We think you have a good understanding of why you need to keep healthy and eat the right things.

We think your headteacher and teachers can do some things to make your school even better. We have asked them to:

- Help you to improve your writing.
- Help you to improve your understanding of the different customs and lifestyles of the different people who live in our country.

You could help them by practicing your writing at home and by finding out more by yourselves about people who live in other parts of Britain.

We wish you the very best for your future.

Yours sincerely,

Michael Barron Lead Inspector