



Inspection Report

**Better
education
and care**

Unique Reference Number 126296
LEA Wiltshire
Inspection number 285361
Inspection dates 10 July 2006 to 10 July 2006
Reporting inspector Neil Gillespie AI

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

Type of school	Primary	School address	Chandlers Lane
School category	Voluntary controlled		All Cannings
Age range of pupils	4 to 11		Devizes, Wiltshire SN10 3PG
Gender of pupils	Mixed	Telephone number	01380 860676
Number on roll	110	Fax number	01380 860676
Appropriate authority	The governing body	Chair of governors	Mrs Paula Camp
Date of previous inspection	14 February 2000	Headteacher	Mrs Julia Roberts

Age group	Inspection dates	Inspection number
4 to 11	10 July 2006 - 10 July 2006	285361

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small, rural primary school. The school serves a relatively advantaged area and has few pupils who are entitled to free school meals. There is high mobility of pupils as families often move in and out of the area. The proportion of pupils with special educational needs is broadly average. Very few pupils come from minority ethnic backgrounds.

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, in the view of inspectors and of the school itself. It provides good value for money. The school places pupils' well-being and care at the top of its priorities and, as a result, pupils feel extremely safe and enjoy their experience at school very much. Consequently, their attendance is well above average, and parents and pupils speak very positively about the school. A parent writes, 'I am certain my daughter will remember her primary school with incredibly fond memories'. Achievement and standards have risen this year and are now good. This is because of good teaching and the impact of well-managed improvement strategies. Pupils' standards in writing are getting better and are satisfactory across the school, but remain the weakest area of their development. Good leadership has ensured that pupils are given exceptional help and advice to improve. All pupils, irrespective of their background, physical or educational ability, flourish because of the strong promotion of equal opportunities and an excellent curriculum. Teaching is good in the Reception class and has resulted in good quality and standards. Most children meet or surpass their individual learning goals because of the effective way they share their learning with Year 1 pupils. Managers' analysis of performance data does not give a clear picture of pupils' long-term progress. However, analysis of short-term achievement is very good and this helps pupils to progress well. Managers are overcautious in some aspects of their self-evaluation because they are continually striving to do better. There is good capacity to improve.

What the school should do to improve further

- Raise standards in writing further by maintaining the impetus already gained in the improvement of teaching and assessment of the subject.
- Analyse data in such a way that it gives a long-term view of achievement of pupils as they progress through the school and of the impact of teaching initiatives over time.

Achievement and standards

Grade: 2

By the time children reach the end of Year 6, standards are above average. Achievement is currently good. In the 2005 national tests, pupils' standard of writing was below average. The school has put in place an effective programme to improve pupils' writing skills and they now achieve as well as expected. Current standards show a marked improvement from the slightly above average results in 2005. This is the result of the school's recent focus on improving the quality of teaching and learning. Children enter the Reception class with broadly expected skills and experiences. Those who have learning difficulties or disabilities are successfully integrated into lessons. All children are currently making good progress in the Reception Year rather than the satisfactory progress made in previous years. The majority of pupils reach or exceed the goals for learning expected of children of this age. Progress in Years 1 and 2 has improved

considerably this year. Standards are above average and progress is good. Pupils work enthusiastically and they try very hard to reach their individual targets, which are challenging. Most of them do this successfully. Standards in Years 3 to 6 are currently above average, showing a further improvement on last year's test results. Most pupils make good progress, including the pupils with learning difficulties or disabilities. Pupils who have joined the school late make the progress expected of them because of thorough tracking and good quality teaching.

Personal development and well-being

Grade: 1

Pupil's personal development and well-being are outstanding. The youngest children settle in quickly and are very well looked after by the older ones. They are happy and extremely well behaved and show a strong sense of responsibility. They learn about teamwork and to care about their own wellbeing and that of others. They do this through friendship support groups, and by looking out for anyone sitting alone on the 'friendship' bench. Spiritual, moral and social development is very good but the school recognises that pupils could have a better understanding of the rich diversity of life in Britain today. Through the active and influential school council, pupils are confident they have a voice in the school and give examples of where they have made changes. The eco-councillors explain how to recycle waste. Attendance is very good because pupils enjoy coming to school to learn. Inspectors were struck by the enthusiasm displayed by pupils when they talk about their school. Pupils are very clear about healthy lifestyles, including diet and exercise. They join in with the community to organise a school fete to help raise much-needed funds. They have good basic skills that prepare them well for future economic well-being. The school is calm and pupils feel safe and protected.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and brings about effective learning. It is characterised by well planned work with an emphasis on literacy, numeracy and making the best use of the available information and communication technology (ICT) equipment. Pupils respond to this, work hard and, as a result, achieve well. Pupils with learning difficulties or disabilities are supported well in their learning because the school identifies the needs of these pupils quickly and accurately. Teaching in the Reception Class is good, and working with the Year 1 pupils provides both challenge and peer support for the children. The good teaching and the support pupils receive are based on a thorough understanding of how well they are doing, what they have learnt and how they can improve. This was demonstrated in a good numeracy lesson where challenge for the most able was good. The school has worked hard to set up a programme for the teachers to help them improve the way they teach writing. This is already having an effect on learning but has not yet had time to raise standards in writing to those of other subjects.

Assessments of pupils' progress are good. Teachers' marking gives pupils a clear idea of how well they have done and how they can do even better. When questioned by one of the inspectors, one pupil was very clear about the level at which he was working, and also knew how he was going to reach the higher level.

Curriculum and other activities

Grade: 1

The excellent curriculum is very well planned to give pupils interesting experiences that enable them to make consistently good progress. In the classes of younger pupils, there is a wide range of learning activities based around play. Year 3 and 4 pupils do an exciting Caribbean project which is raising standards in writing through involvement in stories and the stimulation of music and dance. Extra time is spent on writing to help more pupils reach even higher levels. The school is engaged in the 'Vibrant school project', developing the skills of a good learner. Children's emotional intelligence is developed well, using the creative and performing arts. Outside of lessons, pupils are encouraged to take part in a wide range of clubs and other activities. Sport is well represented and popular with boys and girls of all ages. Many learn to play a musical instrument, sing in the school choir and perform in public.

Care, guidance and support

Grade: 1

The care, guidance and support given to pupils are outstanding. Child protection procedures are rigorous and all staff are fully aware of them. Through regular reviews of individuals, potentially vulnerable pupils are quickly identified and subsequently very well supported. These pupils develop good, positive attitudes to learning and are effectively integrated. Relationships with parents and other agencies are very strong and they are involved in helping children to achieve as much as they can. Adults build up the children's trust and confidence. Preparation before children start school and for the children's next stage of education is very thorough. For example, pre-school children regularly come to play with Reception children. Parents hold the school in high regard and know their children are safe and well cared for. The frequent assessment of pupils enables teachers to check on progress and gain a good understanding of what they need to learn next. Expectations are high and pupils are set relevant and personal targets which they are familiar with and usually achieve.

Leadership and management

Grade: 2

Leadership and management are good because the headteacher gives strong leadership and provides a clear sense of direction. Progress since the last inspection has been good and demonstrates that the school has good capacity to improve further. Good leadership has led to an increased pace of development and a positive impact on pupils' progress, leading to improved standards in their current work. Managers know the school's strengths and weaknesses well and, as a result, are aware that pupils' writing

skills need improving further. Governors are knowledgeable, supportive and involved, and undertake their responsibilities well. The school's improvement plan and self-evaluation procedures have an overcautious approach. Self-evaluation clearly identifies the areas for development such as writing where recent progress has been good. The school has only recently begun to analyse pupil performance data in sufficient detail to give a clear view of long-term achievement. This has yet to inform them of the impact of teaching initiatives over time. Day-to-day management is effective, resources are deployed efficiently, and the school provides good value for money. The school listens to and acts upon the views of pupils, parents and members of the community well. Parents support the school enthusiastically. One parent wrote, 'The school provides a wonderful environment for children to learn and develop'.

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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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	1	NA
The extent to which learners adopt healthy lifestyles	1	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	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?	1	NA
How well are learners cared for, guided and supported?	1	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	3	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 Children Thank you for your warm welcome when we visited your school. We liked talking to you very much. What you said to us was important and helped us to get a clear picture of what goes on in your school. We particularly liked these things:

Your headteacher and her staff have made sure that your school is an extremely safe and happy place. You showed us this by the way you played together and talked to each other. We particularly liked the 'friendship' bench.

You work hard in lessons and your behaviour is excellent.

You have reached high standards because you have good teachers.

You said how much you enjoyed the sport and other activities that the school puts on for you. We have asked the school to improve in these ways:

It should improve your writing even more by continuing to teach you well.

It should track your progress more clearly throughout your school life so that teachers can see how well you are doing from Reception to Year 6. Your headteacher and her staff work hard to provide a good education for you. Now you need to continue working hard to achieve your ambitions. We wish you good luck! Yours sincerely Neil Gillespie Lead inspector