

William Gilpin Church of England Primary School

Inspection report

Unique Reference Number	116353
Local Authority	Hampshire
Inspection number	290512
Inspection dates	25–26 June 2007
Reporting inspector	Anthony Green

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	98
Appropriate authority	The governing body
Chair	Mrs Barbara Loweth
Headteacher	Mrs Joy Forrest
Date of previous school inspection	16 May 2005
School address	Pilley Hill Boldre Lymington SO41 5QG
Telephone number	01590 673460
Fax number	01590 674207

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average school serving the village of Boldre and its neighbouring villages. Most pupils are of white ethnic background. A small proportion speak English as an additional language. Fewer pupils than usual have learning difficulties and disabilities. The proportion of pupils eligible for free school meals is below average. The school is organised into four mixed age classes. Pupil mobility is higher than average and the number of pupils in each year group can vary significantly from year to year. In May 2005 the school was placed in the category of serious weaknesses. From then until January 2006 there were considerable changes in leadership and management in the school.

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 and effective school, with some outstanding features. The outstanding headteacher leads a committed staff, with an effective governing body. Since her appointment in January 2006, the headteacher has ensured that the school is now moving in a new direction with renewed vigour and at a fast pace. There is a common sense of purpose and a clear understanding of the school's priorities. As one parent perceptively wrote, 'I feel that the school community has worked co-operatively and exceptionally hard to implement a wide range of changes since the last inspection'. This is echoed by the majority of parents and carers.

Leadership and management are good. Senior managers and subject managers are successfully addressing the remaining legacy of underachievement, especially in writing and science. The headteacher has established a wide range of systems for accurately assessing how well the school is doing.

Children make a good start to their education in the Foundation Stage. Many enter school with skills below expectations for their age, especially in language, communication, emotional and physical development. The well managed Foundation Stage curriculum caters effectively for them and the good, and at times outstanding, teaching ensures children make good progress. They do well in all areas of learning and by the end of the Reception Year, most children are working within or beyond the levels expected for their age. Pupils continue to make good progress and achieve well in Years 1 to 6, because teaching and learning are good. Standards are above average by Year 6.

Personal development and well being of pupils is outstanding. Pupils feel very safe and secure. Their behaviour in and around the school is excellent. Pupils are considerate towards one another and are polite and engaging when speaking to adults. The high number of pupils who arrive during the school year are made to feel very welcome and quickly settle into school life. Attitudes towards learning are excellent. Pupils are keen to participate in lessons and work hard with growing confidence. They have an excellent understanding of how to live healthily. They enjoy taking part in the many clubs and activities. As one pupil said, 'It's a really good chance to make sure we stay fit and healthy.'

Detailed curriculum planning is now in place for the majority of subjects, which ensures good progress and that mixed aged classes do not repeat work from one year to the next. However, the school recognises the need to develop further its planning for Religious Education.

Care, guidance and support are good. Throughout the school, the family atmosphere supports pupils' pastoral needs well and helps them to become very mature, happy and confident individuals. Relationships are warm, friendly and supportive. Pupils are prepared well for the next stage of education. Good use is made of assessment to plan work that meets pupils' differing needs, but they are not always involved in setting their own targets to help them know how to do even better.

The majority of parents are pleased with the work of the school. However, a significant minority express concern that the small car park can no longer be used for dropping off and collecting children at the start and end of the day. The school has made this decision on health and safety grounds and a 'drop off zone', immediately outside the school, provides adequate space for parents to deliver and collect their children. A member of staff is always on duty to monitor the zone. A small minority of parents rightly feel that information about school events is not always timely and information about pupils' homework is not always sufficient.

The school knows its strengths and weaknesses accurately and has identified the correct priorities for improvement, which is helping it meet its challenging targets. Consequently the capacity to improve is good.

The school's previous designation as having serious weaknesses no longer applies.

What the school should do to improve further

- Ensure that the planned improvements, particularly in writing and science, are rigorously monitored, evaluated and maintained.
- Improve planning for Religious Education.
- Ensure that pupils' targets for improvement are consistently reinforced in lessons.
- Ensure that parents are kept fully informed, in good time, about homework and organised events.

Achievement and standards

Grade: 2

Pupils make good progress throughout the school resulting in good achievement. Good provision in the Foundation Stage enables children to settle quickly and they are well prepared for entry into Year 1. Progress in Years 1 to 6 is good. Pupils make especially good progress in Years 5 and 6 because of the consistently good, and sometimes outstanding, teaching and well matched work. By the end of Year 6, standards are well above average in English, though writing is a relative weakness, above in mathematics and average in science. Pupils with learning difficulties and disabilities and those who speak English as an additional language are well supported by teachers and teaching assistants and make good progress against their individual targets.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils, along with their spiritual, moral social and cultural development, are outstanding. Pupils enjoy school and this is reflected in their good attendance. They are extremely positive about all aspects of school life and feel valued. Relationships are excellent. Pupils show a distain for any form of bullying or racism. One pupil said, 'There's no bullying. There are some arguments but we sort it out.' Older pupils care for younger ones and gain an excellent understanding of their responsibilities to others. Pupils contribute well to the school and the wider community. Their responsibilities, for example, as playground leaders and in supporting charities, are taken very seriously. Although there is not a school council, pupils are wholly confident that their views and suggestions are listened to. A formal school council is to be introduced in the autumn term. Pupils are well equipped for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lively, well organised teaching in the Foundation Stage successfully prepares children for work in Year 1. The outdoor area is used well to develop children's personal, physical and creative development. Throughout the school relationships between adults and pupils are outstanding and this sets a positive tone for learning. Teachers make effective use of questioning to assess and deepen pupils' understanding of their work.

However, in a minority of lessons the pace of learning slows because introductions are too long or pupils are not always clear about what it is they are expected to learn during group activities. Teachers mark work regularly, but their comments are not yet consistent in telling the pupils how to improve, especially against the objectives of a lesson.

Curriculum and other activities

Grade: 2

The curriculum is good and engages all pupils. In Reception, children are encouraged to develop their skills of independent learning through very well organised and practical activities. The provision for Information and Communication Technology (ICT) is good and has improved since the last inspection. Very good use is made of visits, visitors and a Year 5 and 6 residential visit, to enrich the curriculum. Personal, social and health education is well planned and effectively makes pupils aware of staying safe and healthy. They are developing their awareness of what makes a good citizen through, for example, fund raising activities. An outstanding range of clubs and other enrichment activities provide further interest and enjoyment to pupils' learning. The school has worked hard in a short period of time to develop the curriculum, but recognises that the curriculum for Religious Education needs to be planned in more detail.

Care, guidance and support

Grade: 2

The very caring ethos means that pupils are valued as individuals and thrive and grow in confidence. Teachers know their pupils well and the majority of parents are confident that their children are well cared for and that the school will deal effectively with any worries or concerns. Procedures for ensuring the protection, safety and well-being of pupils fully meet government guidance. Links with outside agencies to support pupils are outstanding. Assessment procedures are good and have considerably improved since the previous inspection. The school's comprehensive assessment data ensures that pupils make good progress and attain above average standards. However, pupils are not always made aware of their individual targets for improvement. Information to parents is satisfactory but a minority feel that they are not always informed in sufficient time, especially about homework and of school events.

Leadership and management

Grade: 2

Leadership and management are good. Under the very well-focused leadership of the headteacher, the management of the school has developed considerably. She has won the support of staff, governors and the majority of parents. She is very ably supported by her senior teacher and chair of governors. Teamwork is an excellent feature of the school and is firmly focused on raising standards and achievement. There is now an effective system for measuring how well pupils move through the school. This is helping staff to reflect on the quality of teaching and identify any pupil who is not making the required progress. The quality of leadership and management in the Foundation Stage is good.

Governance is good. Although the majority of governors are new to the role, they are well informed and bring a range of skills to the school. They have a good understanding of the strengths and priorities for development. They closely monitor and evaluate performance and provide good challenge to school leaders.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 July 2007

Dear Children

Inspection of William Gilpin Church of England Primary School, Lymington, SO41 5QG

Thank you for your very friendly welcome when I visited your school on the 25th and 26th June. I enjoyed talking to so many of you and hearing about your work. You told me that you go to a good school and I agree. There are many things I especially liked at your school.

- Your headteacher, staff and the governors work hard together to make sure you get a good standard of education.
- Teaching in the school is good.
- All staff are helping you to become very polite, considerate and mature young people.
- You get on very well with each other and you enjoy school.
- You take the opportunities to attend the many clubs and activities provided.
- You attend a school that makes you think about eating healthily and taking exercise.

Even in a good school there are things that could be even better.

- Although you told me that you have targets to help improve your work, not everyone could remember them. I have asked your teachers to help you understand your targets and how you can be involved in improving your work.
- Your teachers have worked hard to improve your writing and science. I have asked that they continue to give you opportunities to improve in these subjects.
- The curriculum for Religious Education is not as well planned as it is in other subjects, so your teachers have been asked to improve the planning for RE.
- Your parents are not always clear about what you are expected to do for homework and what is happening in the school. I have asked the school to keep your parents better informed about your homework and about school events.

I wish you well in all that you do in school and thank you again for making me feel so welcome.

Anthony Green

Lead inspector