



Stanton St Quintin Community Primary School

Inspection Report

Better
education
and care

Unique Reference Number 126204
Local Authority Wiltshire
Inspection number 293492
Inspection date 6 March 2007
Reporting inspector Anthony Shield

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

Type of school	Primary	School address	Stanton St Quintin
School category	Community		Chippenham
Age range of pupils	4-11		SN14 6DQ
Gender of pupils	Mixed	Telephone number	01666 837602
Number on roll (school)	118	Fax number	01666 837602
Appropriate authority	The governing body	Chair	Simon Paish
		Headteacher	Clare Brookes
Date of previous school inspection	23 September 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Stanton St Quintin Primary School is smaller than most primary schools. The school draws its pupils from the immediate village and beyond, including about one quarter from the nearby Army barracks. As a result, a larger-than-usual proportion of pupils leaves and joins the school at times other than the usual admission times. On entry, most pupils have broadly average attainment, and the proportion of pupils with learning difficulties is average. While most pupils are of White British origin, a small number come from other heritages, including some with English as an additional language.

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 with some outstanding features. Pupils talk about the school as a family, a community in which they feel safe and well supported. A sense of friendliness, care and trust pervades. 'We're happy here; all the teachers are nice', is how one pupil typically described the school. Staff are dedicated and hard working; pupils are very well behaved, cheerful and welcoming. Pupils' personal development is outstanding and is a consequence of the careful attention the school gives to developing their personal skills and the very good procedures for pupils' care, guidance and support.

Pupils' standards are above average and their achievements are good. Standards in English, mathematics and science are higher than average, although pupils' writing skills are relatively weaker and below the standards achieved in mathematics. Children get off to a good start in the Reception class and good progress is maintained through Key Stage 1 and the lower years of Key Stage 2. Thereafter, progress slows a little because teaching is not so consistently effective. The quality of teaching is good overall and pupils make good strides as a result of imaginatively and carefully planned activities. This encourages an enthusiastic response. Pupils are keen to do well and classrooms are busy hives of activity. Tasks, for the most part, are designed to interest and inspire, but are not always effectively planned to meet the wide range of needs, particularly in the older classes. This is because the assessment of pupils' progress is not used with enough precision to adapt the curriculum to individual pupils' needs.

The good curriculum is broad and balanced and is enriched with a good range of extra-curricular activities, particularly sporting and musical. Pupils are enthusiastic ambassadors for the school, talking confidently of the opportunities and fun they have. Behaviour is good and pupils are kind and considerate to one another. They relish the opportunities given to take responsibility, whether on the school council, setting up a coffee morning to promote fair-trade coffee or putting away the chairs after assembly.

Because pupils know their teachers well, they feel safe and trusted. Effective procedures for their care and welfare are in place. Pupils' academic guidance and support are satisfactory and used to support pupils' learning with increasing effectiveness. The careful attention given to pupils with learning difficulties ensures they make good progress.

Leadership and management are good. The headteacher leads with clarity and is well supported by her staff and governors. Much has already been achieved to make a good school even better, and the school has a good capacity to improve further. Effective monitoring has enabled the school to have a clear and accurate view of itself. Increasingly, this is involving governors and subject leaders. The school is popular with parents and has their full confidence.

What the school should do to improve further

- Improve progress in writing throughout the school to match the progress made by pupils in mathematics.
- Ensure more consistently good teaching and learning, particularly in upper Key Stage 2, by ensuring that data from pupils' assessments is used to plan tasks which more closely match individual pupils' needs.

Achievement and standards

Grade: 2

Standards in both key stages are above average, and given pupils' average attainment on entry, this represents good achievement. Attainment in mathematics is a particular strength. In the Reception class, most children are meeting expectations by the end of the year, and the good provision here gives children the confidence to achieve. Standards by the end of Year 2 are above average in reading, writing and mathematics, although the proportion of pupils reaching higher levels in writing is not as high as in mathematics.

Standards in Year 6 are also above average in English, mathematics and science. While attainment in English has been improving, writing remains a weaker area in comparison with mathematics. Overall achievement is good, but progress slows in Years 5 and 6 because teaching is not so consistently effective. Although girls tend to do better than boys, the difference is not significant. Pupils with learning difficulties, and those with English as an additional language, make good progress. Standards in information and communication technology (ICT), criticised at the time of the last inspection, are now above average.

Personal development and well-being

Grade: 1

Pupils enjoy their time at school. This is evident in their good attendance, positive attitudes to learning and the enthusiastic way in which they talk about school and join in all the activities. Behaviour is very good and pupils are kind and thoughtful to each other. They feel safe from bullying and know there is someone to talk to if there are any problems. Pupils understand the importance of a healthy lifestyle and the school's award of both Healthy Schools and ActiveMark is recognition of the school's good provision in this area. Pupils express their views openly and are confident in taking responsibility, often without being asked. The School Council is a valuable forum for discussion and pupils are proud of their involvement in the appointment of the headteacher. Pupils' spiritual, moral, social and cultural development is good, and both pupils and staff respond eagerly to opportunities to sing and play music. Social and teamwork skills are well developed and help prepare the pupils successfully for their future.

Quality of provision

Teaching and learning

Grade: 2

Pupils are enthusiastic about their learning because teaching is often imaginatively planned to excite their curiosity. Stimulating use of resources, for example, in the Year 1/2 class, enthused pupils to write interestingly about 'Grandma Swagg'. Classrooms are well managed and attractive displays are an important resource for learning. Excellent relationships encourage positive attitudes, and pupils are keen to please their teachers. Effective support from teaching assistants is thoughtfully planned. Teaching is less successful in the upper Key Stage 2 classes because planning is not so carefully geared to the needs of individual pupils. Sometimes work is too easy, at other times, too hard for all pupils in the class. The assessment of pupils' progress and feedback to pupils, including marking, is not always precise enough to refine the planning and build progressively on pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum in Years 1 to 6 is both broad and well balanced, offering good opportunities for pupils to develop academic and personal skills. It is generally well planned to cater for the range of abilities, including pupils with learning difficulties, but is not consistently so effective in planning for older pupils. Pupils speak enthusiastically about their involvement in the wide range of extra-curricular activities, particularly sporting and musical. The school rightly takes pride in its provision for pupils' personal development, both through curricular and enrichment opportunities. Regular opportunities, for example, are given for pupils to develop leadership skills, work as a team and show initiative. Provision for pupils with learning difficulties is carefully planned and good links with external agencies ensure these pupils, and those with English as an additional language, are well supported. The Foundation Stage curriculum is well planned and successfully gives pupils a good start.

Care, guidance and support

Grade: 2

The school puts the care and welfare of every child at the centre of its work. Very good pastoral care is evident in the clear systems and procedures for dealing with problems but above all in the sensitive and respectful way in which pupils are treated and spoken to. Teachers know pupils very well and their care is paramount. Child protection and risk assessment procedures are securely in place. Procedures for pupils' academic guidance and support are satisfactory. Progress in English and mathematics is carefully assessed termly and pupils' progress tracked both at class and school level. However, this system is relatively recent and although support for pupils at risk of underachievement is improving, there is more to be done to ensure support is consistently effective.

Leadership and management

Grade: 2

The headteacher is providing very clear direction and leadership. She has built on and developed the school's distinctive ethos, in which 'to motivate, to educate and to nurture' are key principles. There is a strong commitment and sense of collegiate values amongst the staff. As a result, all are committed to further improvement. Monitoring is effective in raising expectations, identifying areas for improvement and in ensuring greater consistency. For example, improvements in standards in English have been the consequence of the school's developmental work in this area. Governors are playing an increasingly important role and the 'governor of the month' is proving a valuable mechanism for ensuring governors are better informed. As a result, self-evaluation is both accurate and effective. The school has rightly identified developing the roles of subject leadership to enable staff to have a more accurate view of standards as well as provision, in their subject. The school has the confidence of its parents, who are very supportive of its work and proud to be associated with the school. Typical of many comments from parents was: 'We have been really pleased with all aspects of the school, but particularly its caring, family nature.' The school is well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
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	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
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.

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

Thank you for welcoming me to your school. I enjoyed talking to you, and particularly liked the friendly and confident way you spoke to me. Yours is a good school and you are rightly proud to attend it. What I liked most about your school

- You work hard in lessons and take part enthusiastically in everything the school offers.
- You are well behaved and are kind to others.
- Many of you willingly volunteer to help out in school.
- Teaching is good and you make good progress.
- Your teachers take good care of you.
- Your headteacher and staff are working well to make your school even better.

What I have asked your school to do now

- Make sure that you do even better in writing.
- Make sure all the teachers check your progress and plan work for you which is pitched at the right level for each one of you.

Thank you once again for your help during the inspection. Good luck in the future!