

# Box Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	126302
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	293515
<b>Inspection dates</b>	13–14 March 2007
<b>Reporting inspector</b>	Paul Sadler

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Mitchell
<b>Headteacher</b>	Jo French
<b>Date of previous school inspection</b>	18 February 2002
<b>School address</b>	High Street Box Corsham SN13 8NF
<b>Telephone number</b>	01225 742663
<b>Fax number</b>	01225 743976

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a medium-sized village and the surrounding area. The proportion of pupils with learning difficulties is below average. Proportions from ethnic minorities, or who speak a language other than English at home, are also below average. The school has very restricted outdoor playing space and some physical education (PE) lessons are taught in the nearby village hall.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with a number of good features, including pupils' personal development and well-being and the curriculum. Pupils start school with levels of skills and knowledge broadly in line with those expected. Their communication, mathematical and social skills are above average. They make satisfactory progress in the Foundation Stage (Reception Year) and in Years 1 and 2. By the end of Year 2 they attain average standards in reading, writing and mathematics. At the end of Year 6 they also attain average standards. In 2006 their attainment was higher in English than in mathematics and science. There is evidence that standards are being raised in all subjects. Pupils' achievement during their time in school is satisfactory. Pupils' spiritual, moral, social and cultural development is good, as is their behaviour and attendance. They have a good understanding of how to lead safe and healthy lives, and they make a very good contribution to the community through performance, the arts and by collecting for charity. Pupils can express their views through the school council although this does not meet sufficiently often.

Teaching is satisfactory. Work is planned meticulously to meet the pupils' individual needs and teachers mostly have high expectations of pupils' work and behaviour. In a few lessons, opportunities to stretch the more able pupils are sometimes missed. Procedures for assessing and tracking pupils' progress were introduced relatively recently and some teachers use the procedures with greater confidence and accuracy than others. The curriculum has a number of strengths including the way subjects are linked to improve their relevance to pupils' lives, the good use made of educational visits, and the good range of additional activities, especially for older pupils. Pupils receive satisfactory care, guidance and support. They are cared for well and understand the targets they are given to improve their work. However, due to the recent introduction of this approach, the quality of their use varies from class to class, so academic guidance is satisfactory.

Leadership and management are satisfactory. The school is committed to the monitoring and evaluation of its work and has identified the right priorities to work on, including the raising of standards and the improvement of teaching. Evaluation is insufficiently rigorous to ensure that what is best about the school's work is found throughout. A number of middle managers are inexperienced and this is reflected in the variable quality of leadership and management at this level. There have been important recent improvements to the accommodation, although that for the Foundation Stage remains restricted and limits the range of opportunities for work and play. Provision for these pupils is satisfactory. The governors have a satisfactory understanding of their role and hold leaders and managers to account, as well as supporting them. A significant group of parents feel that the school does not communicate with them well, but there is good evidence that much has been done to improve the quality of communication. There has been adequate improvement since the last inspection and the school is in a satisfactory position to improve further.

### What the school should do to improve further

- Ensure that recent progress made in raising standards in mathematics and science is reflected in the work of pupils in all classes.
- Improve the quality of monitoring and evaluation in order to ensure that developments such as those in marking, assessment and the use of targets are implemented consistently in all classes.

- Develop the expertise of recently appointed middle managers.

## **Achievement and standards**

### **Grade: 3**

Pupils attain average standards and their achievement is satisfactory. Children in the Foundation Stage make satisfactory progress and by the end of the Reception Year most attain the goals set for those of their age. In Years 1 and 2 pupils continue to make satisfactory progress. By the end of Year 2 most can read and write well and are attaining average standards in mathematics. Some do better than this, for instance when solving mathematical problems.

At the end of Year 6 in 2006, pupils attained average standards although the proportions attaining the higher Level 5 in English, mathematics and science were below average. Not all targets have been met, but there is evidence that current Year 6 pupils are doing better and will achieve the challenging ones set. For instance, more able pupils can solve algebraic problems intended for older pupils. Their writing shows accuracy, structure and flair. The school has correctly identified and rectified differences in, for instance, the achievement of boys and girls at the end of Year 2.

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

### **Grade: 2**

Pupils behave well and report that there is little bullying. In class, they enjoy their lessons and show enthusiasm for the work. To quote a Year 6 pupil, 'I like all my lessons, but maths is best.' Assemblies, lessons and the school's close links with the Church develop well the pupils' understanding of spiritual, moral, social and cultural matters. Pupils have a good understanding of the need for exercise and a healthy diet. School meals contribute to the latter, but the limited playing space restricts the amount of exercise they can get during breaks. The extensive contribution pupils make to the local and world communities is especially good. The development of the workplace skills they will need in later life is satisfactory, with good opportunities to develop teamwork and collaboration.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan lessons carefully, usually basing the work on their knowledge of pupils' attainment to date. There are some examples where work is excessively demanding, such as in the use of the terms 'phoneme' and 'blend' with all children in the Reception class. There are also examples of more able pupils who are insufficiently challenged, such as in developing their knowledge of decimals in solving mathematical problems. This is because the accuracy of assessment, while it is developing, is variable. Nevertheless, teachers generally have high expectations of their pupils and make lessons interesting. As a result pupils work hard and behave well. Marking is usually good, with helpful comments on how pupils can improve their work, but this is also an area in which quality is variable.

## **Curriculum and other activities**

### **Grade: 2**

The school's detailed planning enables teachers to make useful links between subjects, such as by using research on the human body to show pupils how to record concise and accurate notes. Planning also ensures that pupils of the same age in different classes are taught similar material. Information and communication technology (ICT), a weakness in the recent past, is beginning to be used well in both teaching and pupils' learning. The school makes very good use of educational visits, including residential experiences for older pupils, which are then used as a stimulus for work in a range of subjects. There is a good range of clubs and sporting activities for older pupils, but few for younger ones.

## **Care, guidance and support**

### **Grade: 3**

Pupils are cared for well and arrangements for child protection, security and health and safety are good. Pupils say there is an adult in school who they would trust if they have a problem. The school council enables them to express their views but meets infrequently, so pupils do not feel that their views are adequately heard. Academic guidance is developing well and pupils understand the targets they are set and on which they monitor progress with their teachers. The use of targets is a recent development and their use is not always consistent from class to class.

## **Leadership and management**

### **Grade: 3**

Senior leaders have brought stability to the school following a period of uncertainty. They have correctly identified a need to raise standards and improve teaching and the action taking is having a positive impact. As a result, there have been improvements since the last inspection but these are not yet implemented consistently by all staff. Monitoring is insufficiently detailed to ensure consistency, for instance in the quality of marking and assessment. Other actions having a good impact include necessary improvements to the accommodation. Leadership and management of the Foundation Stage are satisfactory. However, the assessment of these children's progress is not accurate for teachers to plan appropriate activities to move them forward. Several middle managers are inexperienced. They are keen to learn about their roles, but these are not yet sufficiently developed to ensure that all aspects of the school's work are led and managed well.

Governors and school leaders have taken a number of actions to address parents' concerns about communication between school and home, which is now good. These include a good website, regular newsletters, meetings with parent governors and governors' surgeries for parents.

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## Annex A

## Inspection judgements

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
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	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school and seeing your work such as the mosaics.

Yours is a satisfactory school and there are a number of good things about it. These are:

- You behave well and tell us there is little bullying.
- You know how to lead healthy lives and how to keep yourselves safe.
- You enjoy school and your attendance is good.
- You do a lot to help other people, both in school and across the world, such as by collecting for charity.
- You are given interesting work to do. There are lots of trips and clubs, especially for those in Years 3 to 6.
- Much of the teaching is good and all of it is at least satisfactory.
- You are cared for well and teachers are beginning to tell you how to improve your work by setting you targets.

Other things about the school are satisfactory. This means there is nothing wrong with them, but they could be improved. These are:

- The results pupils get in tests and assessments, especially in mathematics and science, and the progress you make.
- Marking and the ways teachers find out how well you are doing.
- Training for teachers who have recently taken on new jobs within the school.