

Wanborough Primary School

Inspection report

Unique Reference Number	126231
Local Authority	Swindon
Inspection number	315449
Inspection date	7 November 2007
Reporting inspector	Patricia Davies

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	244
Appropriate authority	The governing body
Chair	Martin Hook
Headteacher	Chris Davis
Date of previous school inspection	6 May 2003
School address	The Beanlands Wanborough Swindon SN4 0EJ
Telephone number	01793 790269
Fax number	01793 791207

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Introduction

The inspection was carried out by one Additional Inspector. This inspection evaluated the overall effectiveness of the school and investigated the following issues: the success of initiatives to improve achievement in English, particularly for boys; the use of assessment information to set high expectations of pupils' progress; the extent to which lesson activities motivate and challenge pupils, particularly the more able; and the success of the school's strategies to promote consistently good and better teaching. Evidence was gathered from visits to lessons, discussion with pupils, staff and governors, school documentation and assessment information. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Wanborough is just a little larger than average. Most pupils are from White British backgrounds and, with very few exceptions, those from minority ethnic families speak English well. The very large majority of pupils come from the village, but this has recently begun to change with more pupils joining the school from further afield. Attainment on entry to the Reception class has been above expectations for many years, but the range of attainment is now wider than it was before. The proportion of pupils with learning difficulties and/or disabilities is below average, but higher in some year groups. There have been several new appointments to the teaching staff this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wanborough is a good school with exceptional qualities in its standard of care and support. Considerable attention is given to the welfare and security of pupils and the school extends and enriches their experience successfully through a very wide range of extra-curricular activities and many links with the local community and other schools. Parents appreciate the commitment of staff and the school's positive ethos. As one parent wrote, 'The atmosphere is lovely, with a very caring attitude encouraged throughout the school.'

It is, therefore, not surprising that pupils' personal development and well-being are outstanding. High levels of participation, interest and industry are marked features of lessons and make a significant contribution to pupils' good academic achievement. These qualities are found in all pupils. The school has been extremely successful in engaging boys more positively in writing activities, especially where work in small groups allows more closely focused discussion to draw out ideas. Boys and girls work extremely well together, exchanging, for example, animated conversation during their Spanish lessons. Many pupils take part in a wide variety of sporting activities, from the popular aerobics in the playground first thing in the morning, to hockey and football after school. Quiet moments of reflection and prayer in assembly are observed by all. Behaviour is excellent. Pupils say they cannot remember any recent incidents of bullying and have a very mature understanding of the difference between harassment of this kind and the normal disagreements of everyday life. Attendance is good and the school now proposes to do more to discourage term-time holidays so that pupils spend as much time as possible at school.

Good progress in the Reception class marks a positive start to the children's education, and above-expected standards are maintained into Year 1 and at Year 2. National tests results at Year 6 have been high for the last two years, strengthened by particularly high standards in English. The school's assessment and target-setting information shows a similar profile for the current Year 6, although the overall attainment of this group is relatively lower because it has a higher proportion of pupils with learning difficulties than last year's Year 6. The school draws up detailed individualised plans for those in need of extra support. In response to comments from parents, the school is now much more alert to the learning difficulties of children in Reception and Year 1 in order to ensure that it gives additional help as swiftly as possible.

The school analyses its assessment data very carefully and uses this information to adjust provision and redeploy staff to meet the needs of individual year groups. Target setting is a well-established means of raising achievement and reflects both challenge and realism. Pupils know their individual learning targets and say they are helped to do better during lessons. However, the school has sometimes fallen short of its high expectations. Test results at Year 6 indicate some variation in progress over the last three years, reflecting similar variation in the quality of teaching and learning. Typically, teaching is good. Lessons are well supported by thorough and detailed planning. The more sophisticated skills, such as editing and redrafting writing, receive a high profile, and activities are frequently good fun. Pupils show clearly that they have assimilated information and can draw on that as a starting point for new work. Nevertheless, not all activities are as challenging and demanding as they should be. Sometimes there are missed opportunities to ask more probing questions or involve a greater number of pupils by asking for contributions from those who do not put up their hands. In some cases, while activities are suitably matched to meet the needs of pupils with different abilities, they

lack interest. Consequently, pupils do not always make the full amount of progress they should, including the more able.

Leadership and management are good at all levels, characterised by a clear and honest appraisal of the school's success and where improvement is needed. Subject leadership is strong and enthusiastic. Subject leaders monitor provision closely within their particular area and know their assessment data inside out. Governors have worked with much determination to put themselves in the position where they can challenge the school with rigour and a good understanding of what is happening. Indirectly, all these activities work to improve the quality of teaching. Additionally, the school makes thorough arrangements to support newly qualified teachers and the professional practice of individual members of staff. Nevertheless, the school's strategic planning does not yet include improvements to teaching among its key priorities in order to ensure that inconsistencies in quality are tackled as a focused initiative.

Comments from several parents indicate that communication with the school has improved, although a few do not share this view. Governors are increasingly consulting with parents and the school is eager to confer more widely with its pupils. Staff are keen to replicate in everyday lessons the excitement and vitality generated by activities during weeks when work has focused on a particular theme. To this end, the school is now moving towards a more 'topic'-based approach that links subjects together. This initiative is at an early stage and staff recognise that pupils now need to have a greater involvement in planning the topics so that activities measure up to their interests and abilities.

Effectiveness of the Foundation Stage

Grade: 2

It is clear from the happy and whole-hearted industry of children during their activities that they have settled in to school life well and are making good progress. New induction arrangements have helped to ease the move from home in to a full day at school. Routines and expectations are established quickly so that children enter and leave assembly impeccably and share activities and resources with pleasure and friendliness.

Although the teaching space indoors is a little cramped, it is full of stimulating and interesting resources. For example, there are autumn gourds and leaves to look at through a microscope and 'Old Macdonald's' farmhouse to creep in to among the straw. Children clearly enjoy their activities, although their excitement means that noise levels sometimes get a little too high. Early literacy and mathematical skills are promoted well through practical activities that are closely supported by staff, but also allow for independent learning. Good use is made of limited outdoor facilities for children to use larger apparatus and wheeled toys.

What the school should do to improve further

- Ensure lesson activities are always sufficiently challenging and demanding so that pupils achieve as well as they possibly can, including the more able.
- Implement a coherent strategy across the school for increasing the proportion of good and outstanding teaching

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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	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

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

Dear Pupils

Inspection of Wanborough Primary School, Swindon, Wiltshire SN4 0EJ

Thank you for welcoming me to your school. I enjoyed having the chance to chat at length with some of you and to join you in lessons, and I especially enjoyed the opportunity to learn some Spanish! This letter is to tell you some of the things I found out about your school. The first and most important thing to say is that your school is doing a good job and staff work hard to make it even better. As a result, you all make good progress in your work.

Here are some other important things about your school:

- Your behaviour is excellent and I was pleased to hear some of you say that, apart from the occasional 'falling out' of friends, you are all kind to each other.
- You are very keen to join in lessons and work jolly hard and with considerable concentration and enjoyment.
- The staff take extremely good care of you all and make sure that you have lots of interesting clubs and 'extra' activities.
- You all get off to a good start in Reception where there are lots of exciting activities.
- Your lessons are taught well and are frequently good fun.

This is what your school has been asked to do to make things even better:

- Make sure that lesson activities always challenge you all to do your very best.
- Make sure that the school looks very closely at the quality of teaching to make sure that it is always good or better.

With best wishes

Patricia Davies Lead inspector

9 November 2007

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Patricia Davies
Lead inspector