

Hullavington CofE Primary School

Inspection report

Unique Reference Number	126330
Local Authority	Wiltshire
Inspection number	315497
Inspection date	27 March 2008
Reporting inspector	Tom Simpson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	124
Appropriate authority	The governing body
Chair	Danny Firth
Headteacher	John Barlow
Date of previous school inspection	10 November 2003
School address	Hullavington Chippenham SN14 6EF
Telephone number	01666 837604
Fax number	01666 837604

Age group	4-11
Inspection date	27 March 2008
Inspection number	315497

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues: • standards and achievement in the Foundation Stage • achievement throughout the school, particularly in writing and for pupils learning English as an additional language • the quality of assessment procedures and their impact on academic guidance and on pupils' achievement • the role of school management at all levels in raising standards and promoting school improvement. Evidence was gathered from lesson observations, analysis of the school's tracking and assessment data and discussions with the headteacher, staff, governors and pupils. The views of parents were gathered from the returns of Ofsted's questionnaire. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small school serving a rural community. About half of the pupils come from service families living at a local army base. The percentage of pupils with learning difficulties and/or disabilities is above average. The main difficulties of these pupils relate to delayed literacy skills. The percentage of pupils learning English as an additional language is well above average. The number of pupils who enter and leave the school other than at the usual time is well above average. The school has recently received an 'Activemark' because of its work in physical education.

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. It is very popular with parents and has some outstanding features. Visitors cannot help but be impressed by the purposeful and welcoming atmosphere. Good progress and positive attitudes are maintained through the provision of a broad and interesting curriculum and high quality pastoral care. Cultural diversity is consistently celebrated. Typical of parents' views was the comment, 'My child loves going to this school and feels well-valued and secure.'

A major reason for the school's success is the inspirational leadership provided by the headteacher. While continually striving to raise academic standards, he has a high level of personal commitment to satisfying the very varied individual needs of the pupils at the school. Senior leaders work very well together and all staff have a strong commitment to taking the school further forward and a good capacity to achieve this. However, some subject leaders do not have enough opportunities to observe their subjects being taught in other classes. This inevitably detracts from their ability to monitor the quality of what the school provides. The governing body has developed its capacity to provide constructive challenge very well. Individual governors bring a good range of relevant skills to their role and this enhances their capacity to contribute to the school's provision in very practical ways. Members of the governing body, for example, were closely involved in the recent building developments and others are experts in financial matters.

Thorough systems enable the school to evaluate its performance and to judge the progress that pupils are making. The analysis of assessment information is used very well to identify how different groups of pupils are performing, such as pupils learning English as an additional language and those who have only remained in the school for a short period of time because of family circumstances. Where areas of concern are identified, the school takes swift action to change teaching tactics or to provide extra support, both in class and through withdrawal from class for intensive group activities. For example, the school changed its approach to teaching writing in response to its identification of relative weaknesses in this area and skilled teaching assistants regularly provide good quality support for pupils with delayed literacy skills.

Because of the small number of pupils in each year group and the well above average number of pupils entering and leaving the school other than at the usual time, the results of national assessments are not a reliable indicator of the progress being made by pupils. For instance, although children in the current Reception class started school with attainment around the expected level, in other years attainment on entry has been below or well below that expected for children of this age. Also, a number of pupils arrive at the school at different stages of their education with English as an additional language and inevitably need time to settle down before being able to reach their full potential. Judgements on standards and achievement, therefore, are based on evidence from the school's own rigorous pupil tracking system and from lesson observations. Pupils' achievement throughout the school, including that of pupils with learning difficulties and/or disabilities and those with English as an additional language, is good. Children get off to a good start in the Foundation Stage, particularly in their personal, social and emotional development and aspects of their mathematical development. By the time they reach Year 1, they are achieving and sometimes exceeding the expected levels in all the areas of learning and are well prepared for the rest of their schooling. Pupils continue to make good progress in Years 1 to 6, and by the time they leave the school they reach standards that are broadly average. This represents good progress in relation to pupils' varied starting points. Nevertheless, the quality of written work, including handwriting, remains a relative weakness

throughout the school. As a result of the introduction of new approaches to teaching this skill, standards are already beginning to rise, although there has not been enough time for the full impact to be realised.

Pupils are well behaved and have very positive attitudes towards their learning. They love coming to school and the latest attendance figures are above average. Pupils appreciate the opportunities they have to contribute to school life, through being playground buddies, for example, and to the wider community. Members of the school council are proud of their role in gaining more resources to enrich playtimes. Pupils enjoy supporting charities such as Children in Need and Sport Relief and are gaining a good understanding of other cultures by, for example, celebrating ethnic diversity through their involvement in 'Black History Month' and multicultural weeks. They discuss their own beliefs confidently and respect those of others. They are gaining an excellent understanding of how to lead healthy lifestyles and are well prepared for their future lives. Occasional instances of over-boisterous activities in the playground are dealt with well by staff.

Teaching is good overall and learning is enjoyable. There are regular examples of outstanding teaching. A particular strength of the teaching is the positive way in which pupils are managed. This supports the development of good levels of self-esteem and ensures that relationships in class are excellent. Work provided for pupils reflects the high expectations of the teachers and ensures that pupils learn at a good rate. Previous weaknesses in the teaching of writing are now well on the way to being addressed. One of the specific strengths of the good curriculum is the way that it is made interesting and meaningful for the pupils. It is very well enriched through extra-curricular clubs, visits and visitors and has a good regard for the pupils' personal development as well as their academic achievement. Pupils, however, still do not have enough opportunities to write at length across different subjects. The physical education curriculum is being developed through a strong partnership with a local secondary school. Pupils' excellent personal guidance is complemented by strong academic guidance and support and thus pupils have a very good understanding of what they need to do next to raise their standards. Vulnerable pupils, including those with learning difficulties and/or disabilities and those who enter the school other than at the usual time, receive excellent support, including that gained from external agencies such as the Child Health Service and Army Family Support. Rigorous procedures are in place to safeguard pupils and to ensure safe staff recruitment.

Effectiveness of the Foundation Stage

Grade: 2

The well managed provision gives the children a good introduction to their schooling. Staff have a good understanding of the needs of children of this age and planning, while suitably based on national guidance, is linked well to topics that are being studied elsewhere in the school. The children are provided with an interesting and relevant curriculum which is well tailored to their varied needs and encourages them to want to learn. They are cared for very well. Teaching is good and the children make good progress towards all the early learning goals. There is an attractive and well resourced outside play area; a significant improvement since the time of the last inspection. It is still not used as regularly as it might be. However, this has not led to any noticeable impact on the children's physical or creative development.

What the school should do to improve further

- Give pupils more opportunities to develop and apply their writing skills in subjects other than English.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	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	1
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

Text from letter to pupils explaining the findings of the inspection

2 April 2008

Dear Pupils

Inspection of Hullavington CofE Primary School, Chippenham, SN14 6EF

Thank you for making me so welcome at your school. I really enjoyed meeting you and hearing about your work. I want particularly to thank those of you who gave up part of your lunch break to speak to me. I found that your school provides you with a good education.

Here are some of the things I found to be particularly good:

- You are cared for exceptionally well.
- Your personal development is good; for example, most of you love coming to school and you have a good understanding of how to lead healthy lifestyles.
- The headteacher and other staff are working very hard to make the school even better.
- You make good progress in your work.
- Lessons are good and the staff provide lots of interesting activities for you.

Here is what I have suggested the school does now:

- Ensure that all of you do as well as you can in writing. I have asked the school, in particular, to give you all more opportunities to write at length in subjects other than English.

Thank you again for your help. Hullavington provides a good education and you can all help to keep it that way by working as hard as you can while you are there.

With best wishes,

Tom Simpson Lead inspector

2 April 2008

Dear Pupils

Inspection of Hullavington CofE Primary School, Chippenham, SN14 6EF

Thank you for making me so welcome at your school. I really enjoyed meeting you and hearing about your work. I want particularly to thank those of you who gave up part of your lunch break to speak to me. I found that your school provides you with a good education.

Here are some of the things I found to be particularly good:

- You are cared for exceptionally well.
- Your personal development is good; for example, most of you love coming to school and you have a good understanding of how to lead healthy lifestyles.
- The headteacher and other staff are working very hard to make the school even better.
- You make good progress in your work.
- Lessons are good and the staff provide lots of interesting activities for you.

Here is what I have suggested the school does now:

- Ensure that all of you do as well as you can in writing. I have asked the school, in particular, to give you all more opportunities to write at length in subjects other than English.

Thank you again for your help. Hullavington provides a good education and you can all help to keep it that way by working as hard as you can while you are there.

With best wishes,

Tom Simpson
Lead inspector