

# Newton Tony Church of England Voluntary Controlled School

Inspection report

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<b>Unique Reference Number</b>	126343
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315505
<b>Inspection date</b>	21 November 2007
<b>Reporting inspector</b>	Tom Simpson

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	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rick Dormer
<b>Headteacher</b>	Gay Clark
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Newton Tony Salisbury SP4 0HF
<b>Telephone number</b>	01980 629232
<b>Fax number</b>	01980 629232

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small school serving a mainly rural community. The majority of pupils come from a White British background and none are at an early stage of learning English as an additional language. The proportion with learning difficulties and/or disabilities is currently around average. The percentage entitled to free school meals is well below average. Attainment on entry is around the level expected nationally. More pupils join or leave the school during the year than is normally found.

The turnover of staff at the school has been unusually high in the recent past. A new headteacher took up post in April 2007 and all the other teachers took up their posts in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school is providing a satisfactory education, having come through a period of dramatic staff change. It has, however, some significant strengths as well as some relative weaknesses. One of the major strengths is the high level of commitment and enthusiasm with which the recently appointed headteacher and staff have taken on board the school's needs, and with the support of the local authority have successfully begun to address them. All staff are very committed to further raising academic standards while still providing a curriculum which is relevant and interesting for the pupils. Another strength is the effective pastoral care the school provides for its pupils. Being a very small school, its pupils are particularly well known to staff and this contributes well to their good personal development. Parents are very supportive of the school and value the provision it makes for their children. One parent wrote, for example: 'My daughter is stimulated, motivated and happy.' Another commented: 'I am extremely happy with Newton Tony School and the care and education my child is receiving.'

Pupils' achievement is satisfactory overall and standards are around average throughout the school. However, there is evidence of recent underachievement in Years 3 to 6 in mathematics and science. There was a particular weakness in the number of pupils reaching higher levels in science in the 2007 national assessments. The school has successfully addressed the issue in mathematics, and pupils are now making at least the progress they should. It has also begun to improve provision in science but there is still some way to go before this will have a significant impact on standards in the subject. For example, assessment procedures in the subject are still at an early stage of development.

Teaching and learning are sound with some good features. Typically, lessons are well managed and the activities provided in most subjects are varied to suit the needs of pupils of differing ability. This ensures that pupils now consistently behave well and are motivated to try hard. Occasionally, the pace of lessons flags and pupils can lose concentration, and limited progress of tracking in science means that lesson activities do not always challenge pupils of higher ability. New monitoring procedures are beginning to ensure that the best practice already evident in teaching can be spread to all classes. The school's satisfactory curriculum is enriched by a broad range of extra-curricular activities, but information and communication technology (ICT) is not used enough to support learning in other subjects. Pupils with learning difficulties and/or disabilities and the small number of pupils in the Reception Year are appropriately provided for.

Academic guidance has been strengthened in the recent past by the introduction of individual targets for improvement. Again, however, these are only beginning to have an impact on standards. There have been a number of improvements since the last inspection and the school has a sound capacity for further improvement in the future.

## Effectiveness of the Foundation Stage

### Grade: 3

Children make at least satisfactory progress across all the areas of learning during the Reception Year. They make particularly good progress in their personal, social and emotional development, and by the time they reach Year 1 this has prepared them well for the rest of their education. The children enjoy being in school and work and play well together. They are soundly taught and there is a good level of support from both their teacher and the teaching assistant. The

curriculum provided for them suitably reflects national guidelines and ensures that their specific needs are appropriately met within the mixed age class. Senior staff have effectively taken on board local authority recommendations and are very clear about the provision's strengths as well as its needs, such as improving outdoor play facilities.

### **What the school should do to improve further**

- Improve achievement in science in Years 3 to 6, particularly for the potentially higher attaining pupils, by ensuring that work is matched to their capabilities.
- Use ICT more effectively to support learning across the curriculum.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

In the most recent national assessments of pupils at the end of Year 2, standards were broadly average in reading, writing and mathematics. Although the number of pupils in each year group is too small for entirely reliable comparisons to be made, results at Year 2 have been rising steadily over the past three years. The 2007 test results for pupils in Year 6 were around the national average overall, but were significantly below in science. There was a specific weakness in the number of pupils reaching higher levels in the subject. Overall progress for this group of pupils since Year 2 was inadequate, mainly because of their science results but also to a lesser extent because of their results in mathematics. There were a number of reasons for this, including above average mobility of pupils in and out of the school and significant staff instability. Evidence from the school's tracking system indicates that the overall progress now being made by individual pupils in the current Year 6, and throughout the school, is at least satisfactory and in some cases good. However, there are still weaknesses in science, which are currently being addressed by the school.

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

### **Grade: 2**

Most pupils much enjoy coming to school and are enthusiastic about their work. Attendance has improved in the recent past and is now satisfactory. There is a strong Christian ethos in the school and pupils' spiritual, moral, social and cultural development is good. For example, pupils recently enjoyed learning about life in another culture when a priest from the Sudan visited the school. They appreciate the opportunities they have to support the local and wider communities, and respond well to them. They feel really safe at school and feel that their views, as expressed through the school council, for example, are taken seriously by the school management. Pupils said that this is 'a really friendly school'. They are looking forward with great anticipation to a programme of 'playground buddy' training which is due to begin imminently. The pupils have a clear appreciation of the need to have healthy lifestyles and have positive views on healthy eating. A small number of parents expressed concerns about behaviour, but there are clear signs that it has improved and is now good. Given their sound basic skills, the way pupils are prepared for the next stage of their education and later life is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

A particular strength of the teaching at the school is the positive way in which pupils are managed. As a result, relationships are very good at all levels. Lessons are well planned and the activities provided for the pupils are varied and motivating. Pupils have a clear idea of what they are intended to learn and this assists them in judging how well they have achieved. Tasks are usually well matched to the needs of the wide range of ages and abilities in each class. This, combined with the infectious enthusiasm of the teachers, is having a positive impact on the progress currently being made by the pupils. However, discussion is occasionally allowed to go on too long, leading to some pupils losing concentration. A wide range of strategies to measure and track pupils' progress in literacy and numeracy has recently been put in place. These are already having a positive impact on pupils' progress, but it is too soon for their full effect to be felt. The assessment of science is still weak, which depresses progress in this subject, especially for the highest attaining pupils. The school is at an early stage of dealing with this problem.

### Curriculum and other activities

#### Grade: 3

The curriculum has been adjusted recently and is broadly appropriate to the needs of the pupils. For example, extra time has been given to teaching science and a strong emphasis is being placed on the use of the local environment to enhance pupils' learning in a number of areas. The curriculum is enriched by a good number of out of lesson activities and by specialist teaching in, for example, music. ICT is not used enough, however, to support learning in other subjects. This is mainly because of inadequacies in the equipment available, a situation that is in the process of being resolved by the school. Good links with other local schools include a sporting partnership with the local secondary school. Provision for pupils with learning difficulties and/or disabilities is sound. Children in the Foundation Stage are provided with a good mix of teacher-led and self-initiated activities, and the relative weakness in outdoor provision is not having a marked impact on standards.

### Care, guidance and support

#### Grade: 2

Staff care very well for pupils' social and emotional needs and this is having a positive effect on their personal development. The school also makes good use of outside agencies, such as the school health service, to support pupils with specific needs. Pupils with learning difficulties and/or disabilities are well supported by both teachers and non-teaching staff. Appropriate procedures are in place for child protection and to ensure safe staff recruitment. The school has a high level of regard for pupils' health and safety, but some paperwork in relation to health and safety procedures is not fully up to date. The school has recently introduced academic target setting for individual pupils and this is already having a positive impact on the progress they are making. Marking is used well to guide pupils as to what they need to do next to improve their work.

## Leadership and management

### Grade: 3

The headteacher has a very clear and informed view of what needs to be done to improve the school further. She is well supported by the other staff who work together very effectively as a team and who are also highly committed to improving standards and provision. Self-evaluation procedures are now sound and the school's current development plan is a good reflection of its needs. Much has been achieved in a very short time. For example, the school has identified weaknesses in assessment procedures and is successfully addressing them. The headteacher was not satisfied with the behaviour of a small number of the pupils and took steps to address this. The school is currently putting in place strategies to raise standards in science and improve provision for ICT by replacing outdated equipment. Although there is evidence of improving achievement, in mathematics for example, there has not been enough time for the impact of the school's strategies for improvement to be fully realised.

A number of procedures for monitoring the school's work have been introduced. The headteacher, for example, has begun monitoring the quality of teaching. The role of other teachers in monitoring provision for the subjects that they are responsible for is, however, still underdeveloped. This is partly because they are all new to their posts and partly because the school had more pressing initial priorities, such as utilising their skills to develop an effective assessment system. The governors are keen and committed to the school, and are rightly taking steps to increase their role in the strategic monitoring of the school's provision.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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
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	3
The capacity to make any necessary improvements	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
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	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>	3
<b>How well are learners cared for, guided and supported?</b>	2

<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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

## **Text from letter to pupils explaining the findings of the inspection**

21 November 2007

Dear Pupils

Inspection of Newton Tony CE Primary School, Salisbury, SP4 0HF

Thank you for making me so welcome at your school. I enjoyed meeting you and hearing about your work. I found that your school provides you with a satisfactory education.

Here are some of the things I found.

- Most of you behave well and you are developing good personal skills that are important for later life, such as knowing how to lead healthy lifestyles.
- You are well cared for by the adults at the school.
- You are provided with a satisfactory curriculum and given lots of interesting things to do outside lessons.
- Lessons are satisfactory and you are making satisfactory progress in your work.
- The headteacher and other staff are working very hard to make the school even better.

Here is what I have suggested the school does now.

- Ensure that you reach higher standards in science in Years 3 to 6.
- Make sure that you use computers more to help your work in all the other subjects. I hope that those of you in Years 3 to 6 especially will do your bit to help by working very hard to improve the standard of your work.

Thank you again for your help.

With best wishes

Tom Simpson Lead inspector

**Annex B**



21 November 2007

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**Inspection of Newton Tony CE Primary School, Salisbury, SP4 0HF**

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Thank you again for your help.

With best wishes

Tom Simpson  
Lead inspector