

# Oare Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126346
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315508
<b>Inspection date</b>	11 March 2008
<b>Reporting inspector</b>	Stephen Lake

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Birkett
<b>Headteacher</b>	Marion Jones
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Cold Blow Oare Marlborough SN8 4JL
<b>Telephone number</b>	01672 562256
<b>Fax number</b>	01672 562256

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: attainment and achievement, especially in Key Stage 2 and English; the impact of new teachers and professional development on the quality of teaching and learning; the effectiveness of the new management structure based on the increased and changed staffing. 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 in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average school. Many of the pupils travel in from neighbouring villages. Fewer pupils than average are from minority ethnic groups and no pupils have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average as is the proportion entitled to free school meals. Many of the staff, including the headteacher, are new in the last eighteen months.

## 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 because the good leadership and management focus on developing the whole child. The supportive and stimulating environment is well regarded by pupils and parents. Pupils say that they really enjoy school and love being there. They are so keen to be here that attendance is well above average. Of the many parents who wrote in support of the school, this is perhaps best expressed by the one who wrote, 'My son skips to school every day and at the end of the school day I virtually have to drag him home'.

Achievement is good. Pupils start school with skills in line with those expected for their age and leave with standards that are above average. Progress in the Reception class is good and children start Year 1 with above average skills. By the end of Year 2, standards are above average. The school is particularly good at teaching pupils to read, and standards in reading are exceptionally high. After an unsettled period when standards fell a little, achievement has improved significantly in Years 3 to 6 because the school identified inconsistencies in teaching in Years 3 and 4 and, through good leadership and management, took appropriate action to improve this. Progress in Years 3 to 6 is now good. Standards are above average by the end of Year 6 and exceptionally high in English. Pupils' above average standards, combined with their above-average information and communication technology (ICT) skills, prepare them well for their future economic well-being.

Pupils make good progress because of good teaching. Teachers know how to motivate and stimulate pupils to learn. Good use is made of ICT to make lessons interesting. Teachers are skilled at asking questions that encourage pupils to think about their work, knowing when to let pupils work things out for themselves and when to prompt them. As one pupil said, 'Teachers know when you can do better and ask you questions to help you.' Detailed marking in English gives pupils good guidance on how to improve their work, but the school recognises there is some inconsistency, and marking in mathematics does not always provide enough information to pupils on how they can do better.

Pupils' good personal development and well-being, including their spiritual, moral and social development, is a direct result of the very good provision for this in the good curriculum. The stimulating range of opportunities provided in the vibrant curriculum is a key factor in pupils' excellent enjoyment of school. Pupils say that they particularly enjoy the music and sport. Pupils know how to stay healthy and keep fit. They eat healthy snacks at break-time and participate eagerly in the many opportunities for sport. Pupils say that they feel safe in school, and the good quality guidance they receive means they know how to stay safe, especially when using the internet. They make a good contribution to the school community through the school council and the many opportunities provided for them to take responsibility. Behaviour is good and pupils are polite and friendly. As another parent wrote, 'The confidence and maturity of the children is a credit to the teaching staff'. Although some aspects of pupils' cultural development are good, their understanding of the wide diversity of cultures in Britain is only satisfactory.

The school cares for the pupils well and works closely with outside agencies to support any vulnerable pupils. Those with learning difficulties and/or disabilities receive good support from teaching assistants that enables them to make the same progress as other pupils. New systems for checking on the progress of pupils are rigorous and effective. The information gained is used well to set challenging targets for pupils, but not all are aware of what their individual

targets are. The rigorous new systems for checking on pupils' progress are used effectively to plan work that challenges and extends most pupils, including those with learning difficulties and/or disabilities.

Leadership and management are good and improving. Under the strong and knowledgeable leadership of the new headteacher, all staff have formed an effective team, clearly focused upon raising standards. Robust procedures for checking on the work of the school enable staff and governors to know what is working well and what needs improvement. All staff and governors are involved in school improvement through their joint review days. Good budget management has moved the school out of a deficit budget and facilitated an increase in staffing from this term, improved opportunities for professional development and a new classroom for the Reception class. Performance management is linked closely to the school development plan. Given the recent improvements and the strong partnership between school leadership and the governors, the school has a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start the Foundation Stage at levels that are in line with expectations for children of that age and make good progress to start Year 1 well prepared for learning. The rich and stimulating environment of the new classroom and good teamwork between teachers and teaching assistants ensures that children get a very good start. Good use is made of the spacious indoor and outdoor accommodation to support learning. Detailed and rigorous assessment of children ensures that activities are matched well to the needs of individuals. Adults are sensitive to the needs of the children and skilled at meeting these. Children are motivated to learn and all engage in activities. They develop confidence as learners and are eager to talk about what they are doing. This helps them with their early writing skills. The good teaching ensures that children make good progress, especially in their personal development, to achieve above the expected levels by the time they start Year 1. Behaviour is good because the good systems in place allow children to get on well with each other. The school has accurately identified scope to build upon the strengths in the Foundation Stage through developing further the area for outdoor play and strengthening the links with pre-school provision.

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

- Ensure that marking in mathematics makes it clear to pupils what they have to do to improve their work.
- Make sure that all pupils are aware of their targets for improvement.
- Provide more opportunities to make pupils aware of the wide diversity of cultures in Britain.

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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 <sup>1</sup> 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?	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	1
The attendance of learners	1
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?	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>	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**

12 March 2008

Dear Pupils

Inspection of Oare Church of England Primary School, Marlborough SN8 4JL

Thank you for your help when I came to visit your school. You told me a lot about your school. Here are some of the things that I liked:

- Yours is a good school and you make good progress in your learning, especially in reading, because of the good teaching.
- By the time you leave school at age 11, standards are higher than in most schools and much higher in English.
- You told me that you really enjoy school. I can see why. The teachers make learning fun and give you many interesting things to do that make a very good contribution to your good personal development.
- You behave well and are very polite and helpful to visitors and each other.
- You know how to stay safe, eat healthily and keep fit.
- You do a lot to help around the school, such as helping younger children at playtimes and making suggestions through the school council.
- Your school is as good as it is because the leadership and management are good, and your headteacher leads the school really well. All the staff and governors are working together well to make the school even better.

To help you learn even better I have asked the school to:

- make sure that the marking in mathematics tells you how to improve your work; you can help by telling your teachers when you are not sure what you could have done better
- make sure that all of you know the targets set for you
- provide more opportunities to help you find out about all the different cultures to be found in Britain.

Thank you again for your help.

Yours sincerely

Stephen Lake Lead Inspector