

Heytesbury Church of England Primary School

Inspection report

Unique Reference Number	126403
Local Authority	Wiltshire
Inspection number	315533
Inspection date	19 November 2008
Reporting inspector	Deborah Zachary

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	76
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Simon Soskin
Headteacher	Helen Townend
Date of previous school inspection	10 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Greenlands Heytesbury Warminster BA12 0EA
Telephone number	01985 840429

Age group	4–11
Inspection date	19 November 2008
Inspection number	315533

Fax number

01985 840429

Age group	4–11
Inspection date	19 November 2008
Inspection number	315533

© 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 two Additional Inspectors.

Description of the school

Heytesbury is a small school and so pupils are taught in classes that contain two or three year groups. For example, it caters for children in the Early Years Foundation Stage (EYFS) in a class that also includes Year 1 pupils. The school's pupils are drawn from the village, but also from a wide area around it. About a quarter of the pupils come from military families, and significantly more pupils than usual enter or leave the school between the EYFS and Year 6. The ability range of pupils in the school is very wide, but at the moment there are fewer pupils with learning difficulties and/or disabilities than is the case nationally. Almost all pupils are of White British backgrounds. There have been significant building works over the last three years. A separately managed pre-school, the Heytesbury Hedgehogs, rents accommodation from the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Heytesbury is a good school. Pupils achieve well academically and their personal skills develop well. The school has succeeded outstandingly well in giving pupils a say in how their school is run. The school council, for example, took a strong role in setting up cooked lunches, and the pupils demonstrated excellent knowledge of healthy food when they planned the menus. The school and its pupils are also highly committed to improving health through exercise and sport. Care, guidance and support are also first class; new pupils are helped to settle in particularly well. One parent spoke for the vast majority who returned questionnaires by writing of the 'loving and happy atmosphere'.

Standards vary from year to year and are affected significantly by the high turnover of pupils, but at the moment they are broadly average. However, pupils make good progress while they are in the school because teachers are good at identifying what they have learnt and what they need to learn next. They set work that is targeted to pupils' needs. Sometimes, however, a few pupils, particularly the more able or the older ones in the class, work too slowly and teachers do not always insist on a high pace. Through its good tracking, the school has identified that progress varies between year groups; often through a year the pupils in the older year group in a class make progress a bit more slowly than those in the younger one. Pupils behave well and are courteous. They say they really enjoy school – one exclaimed 'lessons are such fun!' – and their attendance is excellent. They have very strong spiritual, moral and social development, and trips and visitors support their good knowledge of their own culture. Their understanding of the wider world, including the wide range of races and religions that make up multicultural Britain, is satisfactory but not as strong as other areas. They have sound basic skills to prepare them for their future lives. They are good at working with others, but they have limited knowledge of how the world of money and business operates.

The headteacher is an effective leader, and she has ensured good improvement since the last inspection. The provision in the EYFS is now good, and attendance has risen steeply. Progress has improved in science and mathematics. All staff work together very well, and all teachers take a leadership role. Teaching standards are monitored carefully and points for improvement are identified clearly; as a result, teaching is now good. Governors are very supportive and meet their responsibilities well, and the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Teacher and teaching assistant work together well to ensure provision is good. Children are assessed carefully on entry and their achievements are also recorded carefully during the day. As a result, the learning experiences provided meet their needs well. The work is thoroughly planned, and there is a good balance of teacher-led and child-initiated activities. The classroom is colourful and well organised, but the school is aware that outdoor provision, which has recently been relocated, is as yet not as attractive as the indoor. The children have settled into the classroom routines well, and have gained the confidence to speak well and take part in discussion. They enjoy school. During the inspection they were enthusiastically starting to write labels for a notebook recording a walk to the village. The teacher used the session to develop their understanding of letter sounds and sentences very effectively. The children are very well looked after. Liaison with parents is good, and they are welcomed into the class in the mornings.

Last year, children made good progress through the EYFS, entering with standards that were a little below expectations but leaving with standards that were a little above average.

What the school should do to improve further

- Accelerate pupils' progress by increasing the pace of work in lessons, particularly for the older or more able pupils in each class.
- Fine-tune the curriculum to improve pupils' understanding of multicultural Britain, and of business and finance.

Achievement and standards

Grade: 2

Standards vary from year to year because of the small size of year groups and the impact one or two leavers or arrivals can have. They are sometimes above average by the end of Year 6, but last year's Year 6 standards were average. Analysis of 'value-added' information, which indicates the progress pupils make, shows that achievement is good between Key Stage 1 and Key Stage 2. However, results from 2008 tests taken in Years 3, 4 and 5 show progress varying greatly between year groups. In year groups where progress appears more limited, pupils worked too slowly in the tests and so did not demonstrate levels that teacher assessments indicate they are reaching in class. This mirrors some class work in which able or older pupils work too slowly. Teacher assessments for Years 1 and 2 also suggest that progress is generally better for younger pupils working in a class with older ones. Lower attainers and pupils with learning difficulties and/or disabilities are making consistently good progress.

Personal development and well-being

Grade: 2

Pupils understand how to keep themselves and others safe. At play, different age groups mix well, and older pupils treat younger ones with kindness. They work well together in class, too. 'Buddies' are allocated to new arrivals, and pupils say they are happy to talk to any adult in the school about any concerns. Pupils' contribution to the school community is outstanding. They are also very involved with the local village and church. They have a good level of understanding about care for the environment and recycling.

Behaviour is excellent at lunchtime, and pupils greatly enjoy their hot lunches. Behaviour is very good in lessons, but some pupils do lose concentration when the teacher is with another group. They daydream or fiddle with pencils or books, and so do not work as fast as they could.

Quality of provision

Teaching and learning

Grade: 2

Teachers and pupils have very good relationships, and pupils are confident that they will make progress. The teachers are very careful to tell pupils what they should be trying to learn in a lesson, and pupils appreciate this. One commented, 'I couldn't do maths until I came here – now I love it!' Teaching assistants make a strong contribution to pupils' learning, working closely with teachers. They often teach small groups and, like the teachers, they explain clearly and make learning fun. Lessons are well planned with a good sequence of work and lots of different tasks or support for pupils of different abilities. Pupils' books reflect this good targeting of

work, but they also show that pupils sometimes do not complete enough work in a lesson. Unfinished work is commented on by teachers, but is a recurring problem.

Curriculum and other activities

Grade: 2

The curriculum has many strengths, some outstanding, but also elements that are as yet satisfactory, such as provision to develop multicultural and economic understanding. Pupils have excellent opportunities to try out a wide range of sports and the curriculum is also greatly enhanced by very good use of the locality. Many visits draw on a rich vein of historic sights, but trips are also made to enrich geography and science. Local artists visit and work with the children, and links are being developed to enhance pupils' learning about sustainability, and river management and development. Specialist staff are used to teach a range of subjects, enhancing provision in areas such as music, sport and French.

Care, guidance and support

Grade: 1

The school judges that it is vitally important for learners to feel safe in school, and staff work closely together to ensure that this is the case. Statutory requirements for safeguarding are met and the school promotes a robust attendance policy. Pupils are very well supported. The progress of those with learning difficulties and/or disabilities is reviewed every six weeks so that targets on their individual education plans can be adjusted. All pupils have termly targets, and they know these well. Marking is rigorous, and there are clear comments to help pupils improve.

Leadership and management

Grade: 2

The school has a strong sense of direction because staff at all levels and the pupils themselves, through the school council, are closely involved in leadership. An unusual and successful initiative is that the school development plan has been reproduced in 'child speak' so that pupils can be aware of the improvements that are planned for the year. However, the main plan is less useful as deadlines and strategies are not always identified clearly. Detailed tracking of all year groups ensures that pupils at risk of underachievement can be identified and supported, and patterns of slower progress and the reasons for it are analysed well at Key Stage 2. Similar records are kept for Key Stage 1 and a similar process for analysis and action is under development.

The governing body is led and organised well, and governors ask challenging questions about how the school is doing. Links with other schools are very strong, and the large majority of parents report feeling very welcome and involved. The school contributes well to community cohesion. Pupils are outstandingly well involved in their school, and have good links with the village community. They have a satisfactory understanding of the wider world.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

20 November 2008

Dear Pupils

Inspection of Heytesbury Church of England Primary School, Warminster, BA12 0EA

Thank you for making us feel so welcome when we visited your school recently. Particular thanks to those of you who talked to us about the school. We think you are getting a good education at Heytesbury.

We were very impressed with the great way you contribute to making the school better, and particularly the work of the school council. We think you are outstandingly good at knowing how to stay healthy, and that you are really well looked after. Children who are new to the school are welcomed and helped to settle well, which is very important. You are given really good guidance on how to improve and what you are aiming for. You told us how much you enjoy lessons and we agree with you that the teaching is good. You are making good progress.

Every school can get better, and these are the things we want you and the school to do now:

- In each class, some older pupils and those of you who are quick to learn need to be encouraged to work more quickly. You can help by really trying hard to concentrate even when the teacher is with another group.
- We want the school to give you more opportunities to learn about the range of cultures that exist in modern Britain, and about the way businesses and adults use money.

We wish you all the best for the future.

Deborah Zachary

Lead inspector