

# Great Wishford CofE (VA) Primary School

## Inspection report

<b>Unique Reference Number</b>	126436
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315546
<b>Inspection date</b>	10 December 2008
<b>Reporting inspector</b>	Hazel Callaghan

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.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	114
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Aarons
<b>Headteacher</b>	Alison Jenkins
<b>Date of previous school inspection</b>	6 December 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	West Street Great Wishford Salisbury SP2 0PQ

<b>Age group</b>	4–11
<b>Inspection date</b>	10 December 2008
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**Telephone number**

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Wishford Primary is a smaller than average school. Pupils come from a wide area around the school and most are from families of White British heritage. There is an average proportion of pupils with learning difficulties and/or disabilities but they are not evenly spread across the school. The number of pupils in each year group is small and standards fluctuate from year to year because of the variable proportions of pupils with learning difficulties and/or disabilities. A higher than average proportion of pupils join or leave the school, in all year groups, than is usual for a school of this type. There have been a significant number of changes to the teaching staff over the last three years. There is a privately run pre-school group situated in the school grounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Great Wishford Primary provides a satisfactory education for its pupils. A significant number of changes in the teaching staff have slowed its development but, under the effective guidance of the headteacher, there are clear signs of the school's improvement, particularly in pupils' standards and achievement. The strong, caring ethos of the school noted at the previous inspection is still clearly evident. Pupils flourish under the outstanding pastoral care shown by all the staff towards children and their families. This is recognised by the parents. One wrote, 'My child adores school and thrives in the very positive atmosphere created by the head and her team'; another commented, 'There is a strong sense of community in the school.' Pupils consequently feel safe and secure and the excellent role models provided by staff ensure that pupils' personal development and well-being are good. 'Children look after each other and are kind,' was the observation of yet another parent. Relationships through the school are very good and pupils behave well in class and round the school. Their very positive attitudes to learning start in the Reception class so that by Year 6 pupils work well cooperatively and independently. They are confident in their use of information and communication technology (ICT) and have a good understanding of how effective learning sets them up for their future lives.

Standards are broadly in line with national averages in Year 2 and in Year 6. Pupils now make satisfactory progress, which is an improvement on that in recent years. Improved teaching and a stronger focus on ensuring pupils achieve well have raised standards, especially in English and mathematics. However, standards remain below average in science. School data for the current year show that these improvements in English and mathematics are being maintained. The school's focus on raising standards, in mathematics in particular, has been effective and it is now ready to focus on the weaknesses in science.

Teaching is satisfactory overall but the proportion of good teaching is increasing and this is stimulating pupils' learning. Activities are satisfactorily matched to pupils' abilities but do not always provide enough challenge to ensure good progress. The provision for children in Reception is good and children achieve well, especially in their early literacy and numeracy skills. The school has an effective record of supporting pupils with learning difficulties and/or disabilities and this continues. The needs of individual pupils are identified carefully and appropriate support systems are put into place that provide good levels of personal support, particularly by experienced classroom assistants. Pupils are keen to do well and they confidently evaluate their own work. Some teachers provide clear guidance on what they need to do in order to be successful in their work, but this good practice is not consistently applied. Targets for the next stage in their learning are not generally shared with pupils and this slows their improvement.

The headteacher and governors have a good understanding of the school's strengths and weaknesses and this effectively sets the agenda for improvements. The quality of teaching is monitored effectively and appropriate support systems are in place to improve its impact on pupils' learning. The current system for tracking pupils' progress is used satisfactorily to identify where underachievement is likely to occur. The headteacher has shown good leadership in a time of significant change but leadership of other staff is still developing and so leadership and management are satisfactory overall. Recent improvements in teaching, especially in mathematics, show that the school's capacity for further improvement is also satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in the Reception class with a range of knowledge and skills similar to that found nationally. Good links with local pre-school groups and strong links with parents ensure that children settle well. They form strong relationships with the class teacher and teaching assistant and in consequence feel safe and secure. They grow in confidence in their own abilities and enjoy their activities. There is an appropriate balance of adult-led tasks and opportunities to choose activities for themselves. These opportunities to experiment and explore create a firm foundation for their formalised learning. The outside area and opportunities to explore the village around the school extend their experiences and skills. Teaching is good. The effective partnership between the experienced teaching assistant and the class teacher ensures children of all abilities achieve well. Careful observations of children's learning build into an accurate assessment of their progress from which next steps in learning are identified. Systematic teaching of letters and sounds provides children with the confidence to write and to enjoy stories. The class teacher, ably supported by the headteacher, has developed a clear view of ways to further improve the provision, and the leadership and management of the Early Years Foundation Stage (EYFS) are satisfactory.

### What the school should do to improve further

- Improve achievement and standards in science.
- Improve the quality of pupils' learning by ensuring they are effectively challenged in lessons and understand how to improve their work.

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

## Achievement and standards

### Grade: 3

Children in the Reception class achieve well and often reach above average standards in their early language and literacy and in mathematics; their personal, social and emotional skills are also usually above average. However, the overall standard in each class fluctuates according to the proportion of children with learning difficulties and/or disabilities in the class. Standards in Year 2 have been in line with those found nationally but in 2008 standards fell, partly because of the range of abilities in the class and partly because of slow progress earlier in their education. Standards in Year 6 rose in 2008 and are likely to be above the national average. Standards in mathematics are broadly average but in science they are below average. Pupils' progress in English is good and more pupils reached the higher standards of Level 5 in 2008, but overall achievement is no more than satisfactory because of the weak progress pupils make in science. Those pupils with learning difficulties and/or disabilities often make good progress in meeting their individual targets.

## Personal development and well-being

### Grade: 2

Pupils enjoy school. They concentrate on their tasks and respond well to questions. These positive attitudes are the result of strong relationships between adults and pupils and between the pupils themselves. Pupils say they have no concerns about bullying. The school's strong

Christian ethos underpins all the school's work and pupils are developing good spiritual, moral and social skills. They have a good understanding of a range of other cultures and religions and have a respect for others. They respond well to opportunities to help others less well off than themselves and pupils welcome the opportunity to contribute to the life of the school and to the wider community. Older pupils act reliably and younger pupils are capable of taking responsibility but are not as yet given many opportunities to do so. Pupils show a good understanding of how to develop healthy lifestyles and actively make positive choices about exercise and eating healthy foods. Attendance is satisfactory. Few pupils are frequently absent but bouts of ill health sometimes affect large parts of the school population.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There is a positive learning atmosphere in all classes. Work is satisfactorily matched to pupils' different abilities and teachers often adapt their lesson plans to build effectively on what pupils already know and can do. Pupils are not consistently challenged, however, and in some lessons the most able pupils in particular could achieve more if expectations of their work were higher. Teachers try to make their lessons interesting. They are developing confidence in using ICT to support their lessons and the interactive computerised whiteboards successfully stimulate pupils' interest and motivation to learn. Teaching assistants are used well. Most are very experienced and show good levels of expertise in supporting those who have behavioural or learning difficulties and/or disabilities. Teachers are developing effective systems of marking which show pupils how well they are doing. They also encourage pupils to evaluate their own work, but strategies used to help pupils understand how to improve are not consistently effective. Although the objective for the lesson is shared with pupils, teachers do not always explain what this means in terms of what pupils are to learn.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is appropriately broad and balanced and is well structured to ensure pupils have a rich and varied learning experience. New national frameworks for English and mathematics are developing satisfactorily but are not yet fully embedded because of new staff. The provision for ICT has improved and is now used well to support pupils' learning in other subjects. Pupils' language and mathematical skills are also used and further extended in other subjects but this is not yet consistently incorporated in teachers' planning. Weaknesses in the science curriculum have been identified but planned changes have not yet had an impact. The curriculum for pupils' personal and social development, health education and citizenship is good and has a positive impact on pupils' personal development.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral care and guidance provided by all staff are a significant strength of the school. Safeguarding procedures are robust and health and safety carefully monitored. The school site is secure and pupils feel safe and well cared for. There is a strong partnership with parents who are encouraged to participate in their children's education. The school has clear expectations for pupils' behaviour which they understand and respect. There is regular and systematic

checking of pupils' academic progress and where concerns are identified personalised support is quickly put into place. The school's support for pupils with learning difficulties and/or disabilities is good; they are enabled to play a full part in school life and to settle positively to their studies. Outside agencies are employed well. Academic guidance is satisfactory. Teachers' marking and a good focus on developing pupils' self-evaluation are having a positive impact on pupils' awareness of themselves as learners. Individual education plans for pupils with learning difficulties and/or disabilities are well focused with clear targets for improvement identified. However, similar targets are not generally in place for other pupils, who do not always have the same clear view of what they have to do to improve.

## **Leadership and management**

### **Grade: 3**

Changes in the teaching staff have affected the structure of leadership and management. Subject leadership arrangements have been put on hold until newly qualified teachers have settled into the school and into their professional duties. The senior leadership team provides a good steer for the school but this group, too, is developing. Leadership and management are consequently satisfactory, even though the effective leadership of the headteacher has shown itself clearly through her work in moving the school forward in the past. Parents recognise her dedication, hard work and commitment and give their support and encouragement. Some parents would welcome greater notice of events and some recognise that pupils' progress has not always been as strong as they would wish, but the majority recognise the school's strengths. The school plays a good part in the local community, particularly with the local church, and it works effectively towards promoting community cohesion. Governors play a satisfactory role in monitoring the work of the school and planning for its future. Financial management is good. The school's fortunes are turning, improvements are being made and the new staff are developing into an effective team.





## 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?	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 capacity to make any necessary improvements	3

### 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?	3

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are 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
The extent to which 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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## 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	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

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

11 December 2008

Dear Children

Inspection of Great Wishford CofE (VA) Primary School, Great Wishford, SP2 0PQ

Thank you for making us so welcome and answering our questions when we visited you a few weeks ago. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that it has many special features. At present, it provides you with a satisfactory education but you have noticed how things are improving and most of you really enjoy coming to school. Here are some of the things we found out about you and your school:

- You are making better progress in your work and most reach the standards expected of you when you leave school at the end of Year 6.
- You behave well and you get on with each other very well. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, and make positive choices about staying healthy and fit.
- You clearly enjoy your lessons and you work hard and want to do well.
- The provision for those of you in the Reception class is good.
- Lessons usually build effectively on what you already know and your teachers work hard to make sure that your lessons are interesting.
- All the staff look after you extremely well so you feel safe and happy.

There are some ways in which your school can improve and we have asked your headteacher, teachers and governors to do two things:

- help you make better progress in science so you reach higher standards
- help you recognise the next steps in your learning so you understand what you need to do to get better in your work.

Remember, you can help by continuing to work hard. Thank you again for helping us with our questions and making our visit to your school so pleasurable.

Best wishes

Mrs Callaghan

Lead inspector