

Archbishop Wake CE Primary School

Inspection report

Unique Reference Number	113754
Local Authority	Dorset
Inspection number	338234
Inspection dates	11–12 February 2010
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Sara Loch
Headteacher	Jo Hicks
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent two thirds of their time looking at learning, visited 17 lessons and observed 12 teachers. They held meetings with governors, staff and some Year 6 pupils. They observed the school's work, and looked at samples of pupils' work in literacy and mathematics, curricular planning, assessment and tracking information for each year group and the school's procedures for ensuring pupils' safety. Inspectors also considered 60 questionnaires that were received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how pupils' mathematical skills develop through the school and the progress pupils make in Years 1 and 2, along with those having special educational needs and/or disabilities
- the progress made by children in the Early Years Foundation Stage, particularly in their communication, language and literacy skills
- to what extent the curriculum reflects pupils' needs and interests and develops their basic skills across a range of subjects
- how effectively the work of the school is monitored and how the information is used to decide priorities and move the school forward.

Information about the school

Archbishop Wake is larger than the average primary school. The large majority of pupils are of White British heritage and few pupils are at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is above the national average. An above average number of pupils have a statement of special educational needs. The main areas of need are learning difficulties, dyslexia and behavioural, social and emotional difficulties. Some year groups have high mobility, with a higher than usual proportion of pupils joining or leaving. Children in the Early Years Foundation Stage are taught in the two Reception classes. The headteacher took up her post in January of this year, following a period of changes in leadership. There are also several new governors. The school shares a site with a children's centre but this is not run by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

The school provides its pupils with a satisfactory education. It has undergone significant disruption and turmoil over the last two years with several changes of headteacher. This means that the school has had limited direction which has led to initiatives flagging, standards declining and staff morale falling. As one senior leader explained, 'It has been like pushing a very large boulder up a very steep hill.' However, things are changing strongly for the better. There is a vibrancy in the school. A rigorous review by the headteacher, aided by the local authority, has resulted in an accurate self-evaluation of where the school is currently placed. The new headteacher has a very clear vision for the future direction of the school and has conveyed this clearly to senior leaders. Staff expressed very clearly in their responses to their questionnaires that their ambitions for the school and their confidence and enthusiasm have been restored. They clearly share this renewed drive for improvement. This, combined with improving academic outcomes for pupils, demonstrates that the school has a satisfactory capacity for further improvement.

There are already several green shoots of growth, significantly in the progress made by pupils in Years 1 and 2, and in the quality of teaching. The school has addressed weaknesses in mathematics. This has aided significant improvement across the whole school and pupils' attainment is now broadly average. This is because staff identify the areas of weakness more accurately and pupils' progress is carefully monitored and checked. Attainment in English is broadly average and improvements seen in last year's tests are being sustained.

Pupils behave well and they know how to keep themselves safe. They have a good understanding of how to maintain a healthy lifestyle. They make a good contribution to the school, the local community and, to some extent, international communities. They do this through participation in a range of events and through their awareness of those less fortunate than themselves. They held a very successful fund raising event for the people affected by the earthquake in Haiti.

Inconsistencies in the quality of teaching in different classes and planning of the curriculum mean that provision in these aspects is satisfactory rather than good. Policies relating to these areas are out of date and do not contain sufficient guidance for staff to ensure consistency in assessment and the quality of marking. Governors are supportive and have a sound understanding of the school's strengths and areas for development. Although they have regularly visited the school, monitoring has not always been rigorous enough and they have not challenged senior leaders sufficiently in improving the school's effectiveness.

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The school cares deeply for its pupils and tries to provide the best possible support for them. Those pupils with special educational needs and/or disabilities make satisfactory progress in their academic development. Existing provision for some of these pupils in the small Years 1 and 2 class, however, is not effective enough in making a significant contribution to their social and emotional needs or in helping integrate these pupils effectively with their peers.

What does the school need to do to improve further?

- Raise the quality and consistency of teaching this academic year by:
 - ensuring a consistent approach to planning and teaching of activities in lessons
 - ensuring consistent marking of pupils' work so that comments help pupils know how to improve it.
- Strengthen the leadership and management of the school by:
 - ensuring middle leaders monitor their subjects and areas effectively to gain consistency across the school
 - ensuring governors fully understand their roles in long-term planning, monitoring and challenging the school to remedy weaker areas of performance
- Take immediate steps to provide more opportunities for the pupils in the small Years 1 and 2 class to fully participate in activities with their peers in the other two classes.

Outcomes for individuals and groups of pupils**3**

Pupils achieve satisfactorily and say they enjoy their learning. They listen attentively in lessons and enthusiastically answer questions. They work well together in pairs and small groups and this was particularly evident in a Year 5/6 mathematics lesson when lower ability pupils were deciding which scales were most appropriate to use to weigh out a range of substances. They have a good understanding of what living a healthy lifestyle entails and participate enthusiastically in a range of sporting activities. The school councillors are proud of their roles and older pupils maturely fulfil the roles of playground pals and peer mediators, helping to sort out any playground squabbles or falling out. They play a role in decision making, as their recent involvement in the appointment of a new headteacher demonstrates. The diverse cultures of pupils attending the school are celebrated. A Bangladeshi mother came in and cooked a meal for the children and demonstrated how to put on a sari. Pupils' attendance is broadly average and the school has a range of strategies in place to improve this further. The school targets the very few persistent absentees successfully, for example by reserving breakfast club places for them.

Pupils make satisfactory progress from their starting points in language, literacy and mathematical skills. Attainment in English showed marked improvement in tests last summer and pupils' work in their books and in lessons shows that similar improvement is now occurring in mathematics. Although not true for all skills, pupils do use their

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improved literacy skills well in other subjects and this is one reason for the improvement. Progress in mathematics has increased because teachers ensure that tasks are carefully matched to pupils' needs. In a Year 5 lesson on probability, lower attaining pupils investigated the likelihood of a series of everyday events occurring, while higher attaining pupils worked out the odds of differing numbers occurring. Pupils with special educational needs and/or disabilities benefit from individual and small group support. However, the impact of this support is not always monitored carefully enough, which means that overall they make satisfactory progress. Pupils' satisfactory academic progress and personal qualities prepare them appropriately for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory, but more effective teaching was observed in some classes. Teachers plan together but there are inconsistencies in how activities are taught across classes. Because approaches to teaching reading, writing and mathematics are not consistent, pupils' progress is not as good as it could be. Teachers are often well-supported but teaching assistants are deployed differently from class to class. Clear

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and consistent procedures for dealing with inappropriate behaviour help all staff to maintain a calm atmosphere in lessons. Staff generally have good subject knowledge and have received training for where this is lacking. The curriculum has many good features, and topics such as Charlie and the Chocolate Factory interest and motivate the pupils and enable them to carry out independent research. Nevertheless, some opportunities to explore links between subjects are missed. A good range of visits, visitors and out-of-school activities enriches the curriculum and pupils' learning.

Procedures for assessing pupils' progress from term to term have been recently revised and make it easier for staff to identify where pupils may need extra support or extension. However, this is not yet fully effective. On a day-to-day basis the quality of marking is variable. It is often supportive rather than identifying the next steps in pupils' learning. The care, guidance and support that the school provides are greatly appreciated by parents and carers. There are some very strong links with external agencies which underpin the high quality care for vulnerable pupils. However, the problems with the small Years 1 and 2 class and the lack of progress in these pupils' social and emotional development mean that overall care, guidance and support are satisfactory rather than good. Pupils say they feel safe and well supported by all staff. There are good arrangements in place for pupils when they enter and leave the school.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Subject leaders have yet to fully develop the monitoring aspect of their role. All staff work hard to ensure equality of opportunity for all groups of pupils and to eliminate discrimination. Appropriate steps to integrate the pupils in the small Years 1 and 2 class in more activities with their peers are starting to take place, but there is more to be done. Staff and governors are conscientious in ensuring pupils' safety and health. A strong emphasis is placed on child protection, with staff having relevant training. At the time of the inspection, safeguarding procedures had been recently reviewed and updated and met statutory requirements. Staff engage well with parents and carers. Newsletters and an attractive website provide parents and carers with good information. Good partnerships with the local schools enrich pupils' learning, for example gifted and talented pupils benefit from extension days. Senior leaders and governors have a sound understanding of how the school contributes to community cohesion, although its monitoring of impact is largely informal. The school has good links with contrasting

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schools abroad although links within the United Kingdom are not as strong.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start school their skills and knowledge vary but are generally a little below those levels expected for their age. Children enjoy their learning and they make satisfactory progress across all areas of learning. The activities planned excite and appeal to the children. They loved making popcorn and really enjoyed using it to help them in their mathematics calculations. They learn to play well together and share, and good activities help improve their early writing, speaking and listening skills. Children imaginatively re-enacted the story of The Little Red Hen using the puppet theatre and adding a few original touches. There is a similar lack of consistency of approach in the Reception classes as in the rest of the school. Although teachers plan together, in practice there is a lack of consistency across the two classes. There are missed opportunities to use the building imaginatively and create free flow of learning between the two classes. Assessments, often made through children's learning diaries, are not child- or parent-friendly and there are no opportunities for parents to contribute to these. The outside area is satisfactory and has a broad range of equipment but some of this looks old and unenticing. Welfare arrangements are secure and healthy living, in particular, is promoted well. The Early Years Foundation Stage is being led and managed satisfactorily while the leader is away from school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Sixty questionnaires were returned by parents, representing about a fifth of the families attending the school. Most of the parents are pleased with all that the school has to offer, and this was reflected in the comments made both in the questionnaires and in person to the inspectors. Parents and carers are very confident that their children are safe and well cared for. They also express confidence in the leadership and management of the school. Most are happy overall with the experiences their children are receiving. There are some reservations, mainly concerning whether their children are making sufficient progress and are well prepared for the future. Some parents are concerned that poor behaviour is not managed appropriately. Inspectors found that although there are some pupils with challenging behaviour, this is generally managed well and does not disrupt lessons. The inspectors also found that pupils are making satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Archbishop Wake Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	53	26	43	2	3	0	0
The school keeps my child safe	30	50	29	48	1	2	0	0
The school informs me about my child's progress	27	45	24	40	7	12	0	0
My child is making enough progress at this school	24	40	27	45	5	8	1	2
The teaching is good at this school	26	43	28	47	1	2	0	0
The school helps me to support my child's learning	25	42	30	50	2	3	0	0
The school helps my child to have a healthy lifestyle	26	43	25	42	6	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	28	29	48	1	2	0	0
The school meets my child's particular needs	22	37	30	50	5	8	0	0
The school deals effectively with unacceptable behaviour	19	32	33	55	4	7	0	0
The school takes account of my suggestions and concerns	17	28	35	58	3	5	0	0
The school is led and managed effectively	20	33	32	53	3	5	0	0
Overall, I am happy with my child's experience at this school	25	42	31	52	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 February 2010

Dear Pupils

Inspection of Archbishop Wake Primary School, Blandford Forum DT11 8SW

Thank you for making us so welcome when we visited your school. You were really polite and friendly and helped us to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education and is getting better.

What we found about your school.

- It is a friendly and happy place in which to work and play.
- You enjoy coming to school and behave well.
- You achieve the standards you should in English, mathematics and science.
- You show a good understanding of how to live healthily and how to stay safe.
- You benefit from a wide range of after-school clubs as well as some interesting visits and visitors.
- Your headteacher and teachers are working hard to help you do better.

What we have asked your school to do now.

- We would like teachers to be more consistent in the way they plan and teach lessons and in the way they mark your work.
- We want your governors and those teachers responsible for subjects to have help in really understanding what they have to do to check on the work of the school and the progress you make in different subjects.
- We would like the children in the small Years 1 and 2 class to have more chances to work with the other Years 1 and 2 pupils.

We are sure that you will do all you can to help all adults who work with you make your school even better. You can do this by trying as hard as you can in lessons.

Yours sincerely

Christine Huard

Lead inspector

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