

Wimborne St Giles Church of England First School

Inspection report

Unique Reference Number	113819
Local Authority	Dorset
Inspection number	338247
Inspection dates	10–11 June 2010
Reporting inspector	Diane Wilkinson

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair	Phil Sherwood
Headteacher	Christine Goby
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed all teachers and several teaching assistants, as well as observing a joint French activity with middle school pupils. They held meetings with governors, staff and pupils. A small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 30 parents and carers, 21 pupils and eight staff.

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

- the extent to which the needs of different pupils are met, especially for girls, summer-born pupils and those with significant needs
- the extent to which achievement in writing is improving, particularly for the higher-attaining pupils
- the capacity of new assessment systems to help to drive forward improvement
- the effectiveness of the school's strategies for promoting community cohesion.

Information about the school

This is a small, village first school where pupils, who are between the ages of four and nine, are taught in two mixed-age classes. The school holds Level 1 of the Rights Respecting School award and the Healthy School award, as well as awards for financial management and self-evaluation. The proportion of pupils with special educational needs and/or disabilities is broadly average. These needs are mainly associated with specific learning needs. Most pupils are of White British heritage, with a small minority speaking English as an additional language. The school runs its own breakfast club. The pre-school, which shares the site, is managed by a private provider. It was not inspected by this inspection team.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wimborne St Giles is a good school, which pupils love coming to and where they feel very happy and safe due to the high level of care given to them. Without exception, parents and carers are full of praise for the school, one commenting typically, 'I am so grateful for my child to attend this small village school. They are so caring and attend to every small detail of a child's school life. I could not be a happier parent!' These strengths help pupils to do especially well in their spiritual, moral, social and cultural development. The pupils develop into very caring and thoughtful young people who behave exceptionally well and gain an excellent spiritual awareness through many opportunities for reflection in assemblies and church services. A wealth of opportunities help pupils to recognise the importance of healthy eating and regular exercise and they enjoy very much the morning wake and shake sessions and healthy snacks on offer.

Pupils, parents and carers praise the Christian family ethos which is apparent in the excellent relationships between all members of the school community. Lessons are fun, staff use lots of humour to help pupils learn and activities are very relevant, challenging and interesting. Pupils feel that staff work with them rather than just tell them how to do things. Consequently, they love learning, work hard and achieve well. Staff are very reflective, continually looking for ways to adjust provision to meet the needs of individual pupils. They track pupils' progress especially well and are extremely pro-active in obtaining support for the pupils most in need of additional help, including through one-to-one tuition. This is a major reason why different groups such as girls, summer-born pupils and those with specific learning or language needs achieve as well as their classmates. From an average base when they enter the Reception year, pupils attain above the level expected for their age by the time they leave. They do especially well in reading and mathematics and, this year, the school has worked successfully to raise standards in writing, with the higher-attaining pupils achieving well. There is still some way to go though, especially in the younger class where the new writing programme and assessment procedures have not yet been introduced. This means younger pupils are less clear about how to produce an effective piece of written work. In the older class, pupils are now very skilled at checking their work to make sure that it meets the criteria although they are not always reminded to check it against their individual improvement targets.

The school has excellent relationships with parents and carers and the local pre-school and middle school, which benefit pupils' education and welfare especially well. Pupils are involved very well in the life of the village and local community and, through their work for Rights Respecting status, have a particularly good understanding of different religious and cultural groups in other countries. However, their knowledge of the

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diversity of society in the United Kingdom is not so well developed. Governors and staff work effectively together on monitoring and development work and the school has improved well since its last inspection, fully addressing the weaker aspects identified then. For example, governors now discharge their duties well. Self-evaluation is good and current development planning is well focused on important priorities, with the school being well placed to improve further.

What does the school need to do to improve further?

- Build on and extend the activities to help pupils make better progress in writing through:
 - implementing the new writing programme in the younger class
 - making sure all pupils are aware of the criteria needed to achieve a successful piece of writing
 - taking every opportunity to remind pupils of their individual targets when they are working on a specific task.
- In order to promote pupils' awareness of the diverse society of the United Kingdom, forge links with schools or institutions where pupils come from a range of different backgrounds.

Outcomes for individuals and groups of pupils**1**

The school's success is underpinned by the high-quality care it gives to each pupil, together with the outstanding relationship it has with their parents and carers and the excellent induction and transfer procedures. From the word go, Reception Year children settle happily and approach their learning very enthusiastically. Pupils delight in discovering new things and they develop quickly into learners and are very responsible about their own work. These strengths help prepare them well for the future. Attendance is broadly average, with most absences caused by illness.

Pupils in Years 1 and 2 are particularly excited about their science investigations, in which painstakingly they recorded accurate features of the mini-beasts and newts in the school pond. Years 3 and 4 pupils become very competent mathematicians, calculating accurately and loving the many opportunities they are given to work quickly in their mental work. They work confidently with different fractions and measures and draw accurate graphs to help their science investigations. Attainment in mathematics is well above that expected for their age. Pupils do equally well in reading but, partly because children's writing skills are not so well developed on entry, the school has been slower in raising attainment in this area. However, over the past six months, the effective new writing programme has considerably improved attainment in Years 3 and 4. This is evident in pupils' stories, in leaflets they designed about the local area and in poetry about storms, in which, for example, one pupil wrote, 'Wind howling, heaven growling, people scowling.' The school is aware, however, that more needs to be done to raise attainment in writing to the same level as in reading.

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As a result of excellent humanities teaching, pupils love any topic associated with the local area and the history of their school and feel very much part of the village community. They are very welcoming to new pupils, so that those who speak a different language settle very quickly and make rapid gains in learning English. Pupils love learning about other cultures, for example that of the Romany and Canal Boat people and also in countries like Ghana, although their knowledge of the range of different cultures represented in this country is underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

At the heart of its provision is the school's vision of providing the best for each pupil. Staff get to know pupils and their families very well so that parents and carers are totally confident that any concerns are immediately addressed. This caring ethos is especially evident in the high-quality induction and transfer procedures, as was seen in the joint French topic with middle school pupils which took place during the inspection. The breakfast club provides valuable support for pupils with working parents and carers. Pupils with special educational needs and/or disabilities and those who speak English as

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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an additional language are especially well supported, including through other agencies, due to excellent leadership and management of this aspect of provision.

The curriculum has been adapted well to address the needs of pupils of different ages and abilities in each class. There is an emphasis on teaching skills through a range of interesting topics which pupils help choose themselves so they are very committed to learning. Very good discussions often help pupils to test out their own ideas and evaluate their work. Teaching assistants play a major role in ensuring that the needs of the wide range of ages and stages in each class are met, which is especially important for Early Years Foundation Stage children in the younger class. The school has been very good at ensuring lessons provide a consistent approach to learning while also allowing staff to play to their particular strengths, for example in the area of information and communication technology. The accommodation and grounds are used to good effect especially, for example when searching for mini-beasts in the hedges of the school field or making story time an enthralling experience under the branches of the 'story tree'. Staff capitalise particularly well on the history and geography of the local area so that learning is very relevant to pupils. Pupils know that staff want them to do their best and this is evident in the sensitive way errors are dealt with, giving pupils the confidence to seek help when they need it. Assessment procedures have been revised recently and are already having a greater impact on progress, most notably in writing in the older class.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The whole school community shares the vision of a school where all pupils feel an important part of the community and are supported to do their best in all aspects of their development. As a result, no pupil is discriminated against and equality of opportunity is good, especially for pupils with specific learning or language needs.

Teamwork is especially strong and staff work very hard in this small school to carry out their numerous leadership and management roles well. Their excellent knowledge of individual pupils is backed up by rigorous self-evaluation of the impact of provision on pupils' progress so that weaker aspects are quickly identified and successfully addressed. The commitment to improvement means that, although staff and governors know pupils achieve well, they continue to work hard in order to raise achievement further. As a result, the school's capacity for improvement is good.

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Governors fulfil their duties well, acting as effective critical-friends and challenging staff on decisions to ensure that they are in the best interests of pupils. Careful financial planning means resources are allocated well to support learning. Safeguarding, to ensure pupils are very well cared for, is given high priority, although there are some minor omissions in a small number of documents. Governors are well aware of their duty to promote community cohesion, clearly recognising where this needs to improve, especially with regard to cultural diversity within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get an excellent start to their education through the high-quality induction procedures and outstanding links with the pre-school. Children become confident quickly and very willing to learn and so they achieve well and their behaviour is excellent. Attainment is above average by the time they move into Year 1. Although children's early writing skills are slightly below other skills on entry, they make good progress in this aspect. However, staff recognise that more could be done to enhance the children's writing skills, especially by adopting the programme which has been so successful in the older class.

The provision is well organised and managed and effective arrangements have been made to ensure children have the full entitlement to a curriculum appropriate especially for this age. The spacious classroom and secure outdoor area is well adapted for the children's needs. The covered outdoor area is a recent addition and resources are now being enhanced to take advantage of it. There are many opportunities for children to explore new things and staff are very skilled at ensuring children are sensitively

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prompted to discover things for themselves. Staff also capitalise on the fact that children learn from the older pupils in their class. This was evident in an excellent addition activity where children discovered how they could make a pile of five toys from a group of two plus three. They then wanted find out how to write it in the same way as ‘the bigger children’, recognising that $2+3=5$. Children’s progress is carefully assessed and tracked, with activities effectively adjusted to help move them on.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Without exception, parents and carers are appreciative of what the school does for their children, a large majority exceptionally so. In addition to answering the questionnaire, many parents and carers wrote comments which were strongly supportive of the school. They appreciate the caring ethos of the school, the enthusiasm of the staff and the way parents and carers are kept informed and made welcome in the school. They also appreciate the good relationships between staff and parents and carers, the informative weekly newsletter and being able to meet the headteacher at the start and end of every day. Inspectors agree with their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wimborne St Giles Church of England First 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	80	6	20	0	0	0	0
The school keeps my child safe	24	80	6	20	0	0	0	0
The school informs me about my child's progress	23	77	7	23	0	0	0	0
My child is making enough progress at this school	22	73	8	27	0	0	0	0
The teaching is good at this school	24	80	6	20	0	0	0	0
The school helps me to support my child's learning	23	77	7	23	0	0	0	0
The school helps my child to have a healthy lifestyle	25	83	5	17	0	0	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	77	7	23	0	0	0	0
The school meets my child's particular needs	20	67	10	33	0	0	0	0
The school deals effectively with unacceptable behaviour	22	73	8	27	0	0	0	0
The school takes account of my suggestions and concerns	19	63	11	37	0	0	0	0
The school is led and managed effectively	21	70	9	30	0	0	0	0
Overall, I am happy with my child's experience at this school	25	83	5	17	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



14 June 2010

Dear Pupils

Inspection of Wimborne St Giles Church of England First School, Wimborne St Giles
BH21 5LX

Thank you for welcoming us to your school. We enjoyed our time talking to you and seeing all the things you do very much. I want to thank particularly the pupils who gave up their lunchtime to talk to us. We think your school is good and are delighted that you and your parents and carers agree. Here are some of the things we found out were especially good about the school.

- Staff take excellent care of you and provide lots of extra help for those of you who need it.
- You are very friendly, kind and thoughtful and all get on well together. Your behaviour is excellent.
- You know a great deal of things about how to keep healthy and safe.
- You are helped to settle in and do your best because the staff and governors work very well with your parents and carers and the pre-school and middle school.
- You are well taught, work really hard in lessons and make good progress. Adults plan lots of really interesting activities which you enjoy.
- Your attainment is above that expected for your age by the time you leave.
- Your headteacher, staff and governors have helped your school to improve well since its last inspection and they are working well to help it get even better.

Here are some of the things we have asked the school to improve.

- The new programme for writing is helping pupils in the older class make better progress so we have asked staff to use this with the younger pupils as well.
- Although you know a lot about how people live in your local area and some countries overseas, we think you should learn more about the customs and beliefs of people who live in other parts of this country.

Yours sincerely

D Wilkinson

Lead Inspector (on behalf of the inspection team)

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