

# Wherwell Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115960
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338691
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Peter Thrussell

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Hutton
<b>Headteacher</b>	Andrew King
<b>Date of previous school inspection</b>	25 February 2010
<b>School address</b>	Wherwell Andover SP11 7JP
<b>Telephone number</b>	01264 860384
<b>Fax number</b>	01264 860384
<b>Email address</b>	andy.king@wherwell.hants.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. About 65% of the time was spent looking at learning, including the nine lessons observed. All classes and five teachers were seen. Meetings were held with the headteacher, governors, other senior staff and a group of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by 78 parents and carers.

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

- how well teaching contributes to pupils' learning, especially in writing and for more able pupils and those who join the school partway through their primary education
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements, especially in writing how effectively provision in the Early Years Foundation Stage meets children's needs.

## Information about the school

This school is much smaller than average. Most of its pupils are from White British backgrounds. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well below average. A higher proportion of pupils than average join the school partway through their primary education. Currently, pupils in Key Stage 2 are in mixed age classes, whereas in the Early Years Foundation Stage and Key Stage 1, there are single age classes. The school has several awards, including Healthy Schools and Activemark.

**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

Wherwell is a satisfactory school. Children get off to a good start in the Early Years Foundation Stage, where they make good progress in all of the areas of learning. In Years 1 to 6, pupils make satisfactory but inconsistent progress. In Year 6, progress is accelerated as teaching provides a sharper focus on the levels pupils are predicted to attain at the end of their final year. Although relatively small year groups account for some variation in levels of attainment from year to year, there has, nevertheless, been a gradual decline in attainment since the last inspection. By the end of Year 6, it is broadly average overall but lower in English, with writing being the significantly weaker element. In recent years, the school has worked well to ensure that letters and sounds (phonics), spelling, grammar and punctuation are taught consistently, but there have not been sufficient opportunities for pupils to apply these skills through extended writing. A scheme has recently been introduced that provides weekly opportunities for extended writing, where pupils carefully plan and prepare their work and are encouraged to look critically at how they could improve it. Pupils are enjoying this approach and already there are indications that the quality of writing is improving.

A key reason for the decline in attainment is the weakness in the system for assessing and tracking pupils' progress and planning work accordingly. Assessment information is used well to identify the range of ability in classes, but not always to provide appropriately challenging work for different abilities, so that all make the best progress possible. This was evident in a lesson where more able pupils were working on the three times table, even though their target was to work beyond this level. Although assessments allow the school to identify underachievement and take measures to stem this, they are not made with sufficient regularity to promote timely action. The school has recognised this, and is starting to adopt a system of making more regular and accurate assessments.

Pupils enjoy school, and are keen to learn and to play their part in the community. The school council actively looks at ways to improve things, for example by researching how to best spend money allocated for wet playtime games. Pupils get on well together. They behave well and look out for each other. Children in Reception greatly appreciate having Year 5/6 buddies to look after them. Pupils are well on the way to adopting healthy lifestyles, as recognised in recent awards. They understand about the importance of diet and the need to keep fit, promoted by the high take-up of nutritious school meals and different sporting, gymnastic and dance opportunities provided through effective partnerships with local schools.

The school is developing leadership roles that are focused on its key areas for improvement, identified through accurate self-evaluation and set out in its improvement

**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

plan. It has yet to ensure that staff allocated to these roles are able to gain a full overview of the impact of actions being taken, through being more involved in the monitoring of teaching and learning and the progress made by pupils. The school has accurately identified where it needs to improve further, and has a satisfactory capacity to do so.

### **What does the school need to do to improve further?**

- Raise attainment, especially in writing, by making the fullest use of assessment to:
  - ‘accurately track pupils’ progress
  - quickly identify underachievement and take more immediate action to remedy this
  - plan the next steps in pupils’ learning so that all make the best progress possible.
- Ensure that leaders with responsibilities for planned areas of improvement rigorously monitor and evaluate the impact of actions being taken, especially with regard to:
  - raising the level of learning and progress, especially in writing
  - improving the quality of teaching.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

**3**

Pupils’ achievement is satisfactory, and standards seen in lessons and pupils’ books were broadly average. Pupils feel safe in school, enjoy lessons, want to do their best and make satisfactory progress. This enjoyment was clearly evident in a lesson for the Year 5/6 class on number sequences, where the hundred square, marked out on the playground, was used in a practical way to demonstrate different sequences. However, the follow-up work for all pupils was the same, and did not take into account either the age or ability ranges present. Consequently, some found the activity too complex. There was no written planning for the lesson to show how the work built on pupils’ prior learning. Year 1 pupils enjoyed their woodland walk, which provided an effective stimulus for their extended writing. Back in the classroom, in the part of the lesson that was observed, the pace of learning was quite slow as pupils were asked what they had found out and sentences were recorded by the teacher. Insufficient use of adult support meant that a few pupils who were keen to contribute were kept waiting, and started to become restless. In a Year 2 lesson, where pupils were retelling traditional stories, good preparation and planning on the previous day meant that pupils were able to make good progress with their writing. Pupils with special educational needs and/or disabilities make similar progress to others. Although withdrawal support is well organised to meet specific needs, support in lessons often relies on additional help to tackle activities,

**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

rather than activities being tailored more precisely to pupils’ abilities and aptitudes. Tailored support ensures that pupils who join the school after the normal starting points make similar progress to their classmates.

Pupils’ spiritual, moral and social development is good. Although fully aware of their own community and its culture, their understanding of communities and cultures beyond their locality is less well developed. Given their adequate grasp of core skills, including the use of information and communication technology (ICT), the opportunities they have to be involved in charity fundraising and budgeting, and their good personal and social skills, they are satisfactorily prepared for their future life and learning.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Lessons are well managed. Good relationships ensure that pupils quickly settle to work. Interactive whiteboards are used well to introduce lessons and model work. Pupils are set literacy and numeracy targets. They refer to these in lessons and understand how they are designed to help them improve their work. Nevertheless, a few of those who completed inspection questionnaires indicated that they did not know how well they

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

**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

were doing in school. Lessons do not always set aside sufficient time, especially at the end, for pupils themselves to discuss and evaluate how well they are doing. Planned activities usually take account of the range of ability within classes, but pupils are given additional support to complete a common activity, rather than teachers adapting activities to suit pupils’ different levels of ability and aptitude.

The school has introduced a more creative curriculum that makes links between different subjects and encourages pupils to use and develop their key skills. This approach engages pupils in interesting and purposeful topic work, and is providing them with further opportunities to use their writing and ICT skills in particular. Despite planning for this not being fully consistent across the school, it is being evaluated for its impact on attainment, and to help ensure that skills are being developed progressively from year to year in line with pupils’ abilities. There is good provision for pupils’ personal and social development. A range of well-attended clubs and many educational visits, including a residential visit, contribute effectively to this. Almost two thirds of pupils benefit from musical tuition, and French is taught across the school. Sufficient additional provision is made for gifted and talented pupils through specialist tuition at a nearby secondary school.

The school provides a safe and secure learning environment for pupils and ensures a high level of pastoral care. There are good arrangements to help those pupils joining beyond the normal starting points to settle quickly into school. Transition arrangements for pupils transferring to Key Stage 3 are well developed and effectively support those making this move. The few pupils with particular learning needs such as in speech, language and communication, or with behavioural and social needs are well supported, drawing on strong partnerships with outside specialists when necessary.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and his deputy are clear about the actions needed to drive school improvement. They have allocated further leadership roles to oversee developments, such as those in writing and assessment. These areas are now starting to show an improvement, although they are yet to be fully monitored and evaluated for their impact on learning and progress and the quality of teaching. Senior staff have regularly observed lessons, looked at planning and sampled pupils’ work. This monitoring, although linked to performance management, has not been sufficiently focused on areas

**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

of school improvement to raise attainment and improve the consistency and quality of teaching. Inconsistencies in the quality of teaching and learning mean that the school’s promotion of equal opportunity is satisfactory rather than good. Governors are supportive of the work of the school and ensure that safeguarding arrangements are fully in place. They know where improvements are needed. However, they have not been sufficiently focused in their monitoring of school improvement and challenging the school on the impact of its actions to bring this about. The school has good links with parents and carers, who are encouraged to play their part in their children’s education. An example of this is the ‘talking homework’, in which parents are given information on future learning and encouraged to discuss this with their children. The school’s promotion of pupils’ understanding of, and respect for, different communities is effective in the immediate locality. It is less effective in the national and global dimensions, although the school has started to make plans to remedy this.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy their time in Reception. They quickly become active learners and learn the skills to work independently. They behave well and understand the rules set for their own safety. Although children make good progress in all of the areas of learning, writing remains a relative weakness. They willingly participate in all activities, whether initiated by themselves or directed by staff, and are starting to apply the skills they have been taught, for example when counting and practising number bonds in the ‘elephant song’. Adults, including parents and carers, support learning well. Observations and



**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

assessments ensure that activities build on children’s acquired skills. Good use is made of both the indoor and outdoor areas. Staff engage well with children in their play and directed activities, but occasionally opportunities are missed to channel and develop children’s learning through further talking and questioning. The setting is managed effectively and staff work well together.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

A high number of parents and carers completed inspection questionnaires, and the very large majority are happy with their child’s experience at school. A comment from one parent summarises this: ‘We feel the staff at all levels work hard to ensure Wherwell is a stimulating, friendly and fun work environment for our children.’ A few parents and carers feel that their children are not making sufficient progress and are not adequately prepared for the future. The inspectors judged that although some pupils make good progress, overall progress is satisfactory and pupils are adequately prepared for their future lives.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Wherwell 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	71	21	27	2	3	0	0
The school keeps my child safe	54	69	24	31	0	0	0	0
The school informs me about my child's progress	39	50	35	45	4	5	0	0
My child is making enough progress at this school	33	42	36	46	8	10	1	1
The teaching is good at this school	48	62	28	36	1	1	0	0
The school helps me to support my child's learning	37	48	33	43	6	8	1	1
The school helps my child to have a healthy lifestyle	40	51	36	46	2	3	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)	31	46	29	43	5	7	2	3
The school meets my child's particular needs	40	53	30	39	6	8	0	0
The school deals effectively with unacceptable behaviour	36	47	38	49	3	4	0	0
The school takes account of my suggestions and concerns	33	43	38	50	3	4	2	3
The school is led and managed effectively	41	55	32	43	1	1	1	1
Overall, I am happy with my child's experience at this school	51	65	24	31	3	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



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.

26 February 2010

Dear Pupils

Inspection of Wherwell Primary School, Andover SP11 7JP

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Wherwell Primary is a satisfactory school, which means that some things are good but some things need to be improved.

These are the things that the school does well.

- Children get off to a good start in Reception.
- The school looks after you well.
- You behave very well and are keen to take on responsibilities and to do jobs around school.
- The school encourages you to eat healthily and keep fit.
- The school provides many additional activities for you. You benefit from many clubs and educational visits, and learn to play musical instruments.
- The school encourages your parents and carers to support you in your learning.

We have asked the school to work on the following things.

- You need to make better progress in school, especially in your writing. The school should look more carefully at how well each one of you is doing. This will help it to quickly identify those of you who need extra help with your work, and to plan appropriate and challenging work for you all. This work should be just right for each one of you, neither too difficult nor too easy, so that you can all make the best progress possible.
- The school knows where it needs to do better, and has allocated staff to lead on the improvements it has planned. They should check that actions taken to bring about improvement are working well so that you are all doing better, especially in writing, and that all lessons are of the best quality.

Thank you again for your help. You can do your bit to help by working hard in lessons and continuing to enjoy all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**