

# William Gilpin Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116353
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338802
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Gehane Gordelier

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

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<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 of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Barbara Loweth
<b>Headteacher</b>	Joy Forrest
<b>Date of previous school inspection</b>	25 June 2007
<b>School address</b>	Pilley Hill Lymington SO41 5QG
<b>Telephone number</b>	01590 673460
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<b>Email address</b>	headteacher@williamgilpin.hants.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Eight lessons and five teachers were observed as well as three sessions which provided one-to-one support for pupils with special educational needs and/or disabilities. All the lessons and sessions observed by the lead inspector were done jointly with the headteacher as was the scrutiny of pupils' work. The inspectors observed the school's work, looked at the school's self-evaluation, information and data about pupils, school policies, minutes from meetings held by the governing body, action and improvement plans, as well as reports for governors from the headteacher and reports for the school from the School Improvement Partner. Documents relating to the curriculum and safeguarding were also reviewed. Inspectors held meetings with the Chair of the Governing Body, the headteacher and assistant headteacher as well as middle leaders and a group of pupils. Inspectors took account of the views expressed in 65 questionnaires from parents and carers and 13 questionnaires completed by staff as well as 'Hampshire County Pupils' Attitude Survey' for the school 2009.

The inspection team reviewed many aspects of the school's work. It looked in detail at the progress made since the time of the last inspection as well as the following:

- The consistency of good teaching in the school and the impact it has on pupils' learning
- the progress made by pupils of above average ability particularly in English and science
- the effectiveness of strategies aimed at increasing levels of attendance
- the rigour with which policy and practice are reviewed to monitor their impact on pupils.

## Information about the school

The school is smaller than the average primary school. It serves the small village of Boldre as well as local surrounding areas in the New Forest. The proportion of pupils known to be eligible for free school meals is lower than the national figure. Most pupils are White British; a few are from minority ethnic groups or speak English as an additional language. There are very few pupils with a statement of special educational needs and the proportion with special educational needs and/or disabilities is lower than the national average. The school holds the Active Sports Mark.

**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

This is a satisfactory school. It has many significant strengths. The school works very well with parents, carers and outside partners to support the needs of pupils. Parents and carers are extremely positive about the school, particularly those who have recently moved to the school or who have children with additional needs. One parent states: 'Both my children were warmly welcomed into the school and assigned a friend to show them around□both have settled really well and are fully enjoying the school□both are fussy eaters but have eaten the food. All in all I am extremely satisfied with their progress.'

Children get off to a good start in the Early Years Foundation Stage and all pupils benefit from the high quality of care, guidance and support provided by a kind and caring staff. Among the many good things about the school is the way pupils are helped to develop personally and socially and this contributes well to their good behaviour in lessons and around the school. The extent to which pupils feel safe and adopt healthy lifestyles is good. The contribution pupils make to their school and local community is outstanding. The school has improved its curriculum and this helps pupils to enjoy their lessons and make better progress, particularly in science which was previously a weak area. Satisfactory teaching enables pupils to make at least satisfactory and, at times, good progress from their starting points. Achievement, learning and progress are satisfactory. The rate of progress made by pupils is not consistently good as they move up the school and learning is not always sufficiently challenging, particularly for the more able. There have been improvements in what pupils learn and how well they achieve in English and science, but this has not led to levels of attainment in these areas being as high as they could be across the school. Pupils with special educational needs and/or disabilities make good progress because of the additional one-to-one support they receive.

The headteacher provides good leadership and the quality of governance is good and this has ensured that inadequate practice has been eradicated. There has been slow but steady progress in raising attainment since the previous inspection. The school has made good progress against the key issues identified for improvement, although the use of targets for improvement as well as learning objectives are not consistently well reinforced in lessons. The school works hard to reduce levels of absence, but this remains too high for some pupils and is having a negative impact on their learning.

The school's capacity for sustained improvement is satisfactory. Self-evaluation is broadly accurate and this has enabled staff to have a reasonably good understanding of what the school needs to do to improve further. However, action and improvement planning for subjects other than English, mathematics and science are not sufficiently focused on raising attainment and do not specify clearly enough the intended outcomes

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for pupils. Furthermore, the leadership and management role of some middle leaders is underdeveloped. As a result, not all middle leaders have enough impact in helping to raise attainment in their areas of responsibility.

About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that 90% of teaching and learning in lessons is consistently good or better by October 2011.
- Raise levels of attendance so that the school's overall attendance falls within the range that is above the national average.
- Develop the role of middle leaders so they are more pro-active in driving improvements in their areas of responsibility.

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

Pupils enjoy coming to school because they feel valued by staff and each other. They are happy in lessons and at play and find the content of lessons interesting. Attainment is broadly average by the end of Year 6, but high in reading. At the end of Key Stage 2, attainment in 2009 was high in mathematics and high in English in 2008. Current levels of attainment for pupils in Years 5 and 6 are broadly average, but are high in Years 3 and 4. Attainment at the end of Year 2 is broadly average. It is set to rise if the progress for the more able in Key Stage 1 is maintained given their higher starting points. Pupils make good progress in their reading as they move up the school and they are improving their ability to produce extended pieces of writing. Learning and progress in mathematics and science are improving. However, the rate of progress, as seen in lessons and in pupils' workbooks, is not consistent and is at times slow. Too many spelling mistakes are also left uncorrected and this is unhelpful to pupils. Some of the progress made by pupils in Years 5 and 6 has been hampered by previous weaknesses in assessment.

The progress made by pupils with special educational needs and/or disabilities has become a strength of the school. Well-targeted intervention programmes enable the most vulnerable to make good progress in their learning. Pupils feel safe and are confident that any rare incidents of bullying will be dealt with by staff. Staff help pupils to recognise possible health and safety risks in school, beyond the school gates as well as in the home. This includes when going on trips and with regard to the on-site building work taking place. Pupils demonstrate a good understanding for their age of what constitutes a healthy diet, the importance of exercise and the dangers of smoking, alcohol and drugs. Pupils are encouraged to resolve minor disputes amongst themselves. However, at times they believe too much is expected of them and would welcome more adult support where issues are not resolved rapidly enough. Pupils' excellent contribution to their school and local community include older pupils helping new pupils to feel supported and welcome, acting as peer mentors, and helping their

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school to be a very safe, happy and friendly place. Pupils' participation in local events has contributed to the school's good reputation in the area. For example, pupils recently entered and won an art competition for the East Boldre Village Centenary Celebrations. The school helps pupils to mature into responsible, confident and articulate young people, but pupils' knowledge of other cultures and faiths is less well developed. Although the school's overall level of attendance is broadly average, some pupils develop gaps in their learning because of the amount of schooling they miss.

*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	2
<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>1</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?

Pupils demonstrate positive attitudes to learning. A common feature of all lessons is the good quality of the relationships between adults and pupils, the calm and happy learning environment, and pupils working well collaboratively or on their own. Where the teaching observed was good, such as in Years 3 and 4, lessons progressed at a good pace and there was an appropriate level of challenge and engagement for all pupils. Pupils knew what was expected of them and how to help themselves. Additional adults had received sufficient guidance to enable them to be as effective as possible in

<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.

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supporting pupils. Where teaching seen was less effective, teachers often talked too much and did not use enough strategies to engage and motivate pupils. There was insufficient focus on key vocabulary or the use of activities that require pupils to talk together and teachers did not ask enough challenging questions. There were missed opportunities for pupils to use and develop their knowledge of letters and sounds as well as their mathematical skills. The use of assessment strategies, both during and at the end of lessons, is underdeveloped in too many classes. This reduces teachers' ability to accurately judge how well pupils of different abilities are progressing and whether pupils understand the purpose of the lesson and are making the progress of which they are capable. Although lessons plans identify work at different levels, there is still not enough challenge for the more able. There are examples in the school of where marking and assessment are good. This includes younger pupils contributing to their own assessment. Where marking is satisfactory or better, it is linked to learning objectives and helps pupils to know what they need to do next to improve their work. However, the quality of marking across the school is too variable and at times is weak. There are limited strategies to enable all pupils to check the accuracy of their written work before presenting it to their teacher for marking. Some pupils would welcome having their work marked and receiving feedback more quickly than is currently the case.

For the second year the school has adopted a thematic approach to delivering its curriculum. This works well and provides good opportunities for pupils to be creative and work independently. Pupils learn to speak French and the school makes good use of specialist coaches for physical education. The school provides an extensive and exciting range of extra-curricular activities. The curriculum is enriched by visitors to the school and pupils visiting places of local and geographical interest. The school is aware of the need to continue to plan for good levels of progression for some subjects particularly in information and communication technology (ICT). Although identified in planning, cross-curricular links, especially those that link to basic skills are not fully embedded. There are currently too few planned opportunities for pupils to apply their reading, writing, mathematics and ICT skills across the wider curriculum.

The quality of care, guidance and support, particularly for the most vulnerable including those with medical needs, is a strength of the school.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

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The headteacher provides good leadership and this has led to effective curriculum development, good work with parents, carers and other partners who work with the school, and to the high level of staff morale. She has ensured a good degree of rigour in the use of data to track and monitor pupils' progress in English, mathematics and science. However, regular monitoring of the quality of teaching and learning does not focus sufficiently on the impact that teaching has on the progress made by pupils of different abilities. Policies and practice are reviewed regularly, but there is not always a sufficiently sharp focus on their impact on pupils. There are examples of good leadership in the school, such as for pupils with special educational needs and/or disabilities and for the Early Years Foundation Stage. However, this is not the case for all leaders. Where roles are not sufficiently developed, this restricts the school's ability to bring about improvements. There is an over-reliance on the headteacher and the governing body to help the school to progress. This limits the school's effectiveness in embedding ambition and driving improvement.

The governing body provides good support for the school in their role of critical friend. This has enabled the school to tackle weaknesses, bring about improvement and has complemented the school's effectiveness in promoting community cohesion and ensuring that safeguarding procedures are fully in place. The school is not as rigorous in tracking the progress and attainment of pupils in subjects other than English, mathematics and science. Consequently, despite the otherwise good work in the school of promoting equality of opportunity and tackling discrimination, the governing body is not yet in a position to hold the school to account for the progress made by different groups of pupils across the wider curriculum. The school actively promotes tolerance and respect for others and this is evident in the way pupils behave towards each other and with adults.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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**The effectiveness with which the school deploys resources to achieve value for money**

**3**

## Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is a particular strength of the school. The well-planned transition from pre-school into Reception is very much appreciated by parents and carers, and helps children to settle quickly and happily. Children make good progress, particularly in their personal, social and emotional development as well as in their communication, language and literacy skills. There is good use of the indoor as well as the outdoor learning environment to provide children with a wide and exciting range of activities across all the different areas of learning. Staff ensure there is a good balance between adult-led and child-initiated activities. However, more could be done with ICT, especially in the development of children's knowledge and understanding of the world. The use of assessment and tracking in this part of the school is thorough and used well to inform planning and teaching. This has, for example, enabled staff to identify those children who are ready and able to cope with a greater degree of challenge. The school ensures that all welfare requirements for the Early Years Foundation Stage are met fully.

*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

Responses received by inspectors from parents and carers to the questionnaire show a high level of satisfaction with the school. Parents and carers are rightly proud of their school and a large majority say their child enjoys school. The majority are confident that the school keeps their child safe, helps their child to have a healthy lifestyle, and that the school is led and managed effectively. A very small minority do not agree that the school deals effectively with unacceptable behaviour. The inspection found that behaviour in the school is good and that behaviour issues are dealt with effectively. However, inspectors have alerted the school of the need for additional support for those pupils who feel too much is expected of them when they are unable to resolve minor disputes among themselves quickly enough. A few parents and carers do not believe their child is making enough progress or that the school prepares their child well enough for the future. The inspectors found that the rate at which pupils progress, although

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satisfactory, could be better. The school has therefore been asked to ensure that more teaching and learning is consistently good.

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

Ofsted invited all the registered parents and carers of pupils registered at William Gilpin 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	60	23	35	2	3	1	2
The school keeps my child safe	44	68	21	32	0	0	0	0
The school informs me about my child's progress	25	38	35	54	4	6	0	0
My child is making enough progress at this school	33	51	23	35	7	11	0	0
The teaching is good at this school	38	58	21	32	5	8	0	0
The school helps me to support my child's learning	35	54	28	43	2	3	0	0
The school helps my child to have a healthy lifestyle	40	62	25	38	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)	28	43	28	43	6	9	0	0
The school meets my child's particular needs	29	45	29	45	5	8	2	3
The school deals effectively with unacceptable behaviour	25	38	33	51	3	5	3	5
The school takes account of my suggestions and concerns	29	45	32	49	1	2	1	2
The school is led and managed effectively	41	63	21	32	2	3	1	2
Overall, I am happy with my child's experience at this school	41	63	17	26	4	6	2	3

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](http://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"> <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.**



17 June 2010

Dear Pupils

Inspection of William Gilpin Primary School, Lymington, SO41 5QG

Thank you for the warm welcome when my colleague and I visited your school recently and for helping us with our inspection. I enjoyed speaking to many of you when we had our meeting, as well as when I was in the playground and in some of your lessons. It was very interesting to hear your views and those of your parents and carers. I agree with you that there are many things about your school that are good and a few that could be better. Your school has been judged to be satisfactory. These are some of the things that are good or better.

- The youngest children in the school make good progress.
- Those of you who sometimes find work very difficult make good progress.
- Most of you are doing really well with your reading.
- You have a good understanding of how to be healthy, stay safe, and you make an outstanding contribution to your school and the local community.
- The school makes sure that lessons are interesting and helpful.
- The staff are particularly good at providing you with care, guidance and support and making sure you are safe.
- The governing body at your school does a good job and, along with the staff, it works well with your parents and carers.
- We think that you are really well behaved, but have asked that staff give you more help when you have an argument that you find too difficult to sort out by yourself.

To help your school to become even better, we have asked that more teaching and learning becomes good. We have asked that staff with leadership responsibilities in the school are helped to do an even better job, so they all work as well as they can to help the school to improve. You can help by coming to school when you should so that you do not miss important lessons and risk falling behind with your learning.

I wish you every happiness and success for the future.

Yours sincerely

Gehane Gordelier

Her Majesty's Inspector

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