

Stanton St Quintin Community Primary School

Inspection report

Unique Reference Number	126204
Local Authority	Wiltshire
Inspection number	340941
Inspection dates	24–25 June 2010
Reporting inspector	Jenny Batelen

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Simon Paish
Headteacher	Clare Brookes
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed nine lessons taught by four teaching staff. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from pupils and staff as well as 83 from parents and carers.

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

- how the school has addressed the decline in standards evident since the last inspection
- how effectively the leadership and management have been developing the skills of the staff thus ensuring all pupils are now able to make at least good progress
- how assessment is used to inform the guidance and support given to pupils
- the quality of provision for children and the leadership and management of the Early Years Foundation Stage.

Information about the school

Stanton St Quinton is smaller than most primary schools and pupils are in mixed-age classes. Pupils are drawn from the immediate village and localities around, including about one third from the nearby army barracks. As a result a larger than usual proportion of pupils leave and join the school other than at the usual times. The proportion of pupils identified as having special educational needs and/or disabilities is lower than average. The percentage of pupils known to be entitled to free school meals is very low, as is the proportion from minority ethnic backgrounds including those who speak English as an additional language. The school has achieved the Healthy Schools Award, Active Mark, bronze Artsmark award and the bronze International Schools Award.

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

Stanton St Quintin Community Primary School is a good school with several outstanding features. Pupils' enthusiasm for their school is summed up by a pupil's comment: 'This is an excellent school'. All staff and governors are committed to enabling pupils to do their best; they are clear about the strengths of the school and identify areas to be developed. Regular and focused self-evaluation and the evidence of recent improvements in provision and outcomes for all pupils ensure that there is good capacity to improve.

Pupils are very polite, care about each other and respect the views and opinions of others. Their behaviour is outstanding. As a result there is no disruption to learning. Pupils have an excellent understanding of how to keep themselves safe and healthy and make a very strong contribution to their own and the local community. In addition, their spiritual, moral, social and cultural development is outstanding.

Good induction procedures mean that children make a confident start and are able to make good progress through the school. Pupils leave school well equipped for the future, particularly in their social skills and in their attitude to their school work. Recent attainment has been broadly average with a rising trend that is continuing this year. This is notably so in English as a result of the school focus on improving writing standards. Mathematics has not yet had this focus and, as a result, attainment is not yet rising fast enough. Teaching across the school is good with some outstanding features. Skilled teaching assistants are able to give a strong contribution to improving the outcomes for all pupils. Teachers plan appropriate and interesting lessons to ensure good progress for all pupils. Clear learning objectives help pupils know what they must learn and marking often indicates how they can improve their work, particularly in English. This is not yet consistently apparent in the marking of mathematics and as a result pupils are not yet making similar progress in mathematics to the good, and sometimes very good, progress they make in reading and writing.

Governance is outstanding. The governing body is representative of the school community and brings a range of skills to the leadership and management of the school. It gives support and challenge and is able to drive improvements in the school, working closely with the senior leadership team. The middle leaders of the school are fairly new to their role. They are already clear about the priorities for their area of responsibility and are beginning to develop the skills and confidence to drive the improvements needed to further raise the achievement of all pupils. Nevertheless, senior leaders recognise the importance of further developing these skills, for example through training, so that middle leaders can play a full and active role in school improvement.

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There is excellent pastoral care for all pupils. The inclusion manager is a strong advocate for those pupils who may be vulnerable at any time. Clear, targeted support enables those with special educational needs and/or disabilities to make good, and sometimes very good, progress. There are strong relationships with families and the school works closely with the nearby barracks to ensure that the forces pupils are able to settle quickly, make progress and play a full part in the school. Parents and carers are confident about the care given to their children. 'I think the school does an incredibly good job at educating, nurturing and valuing each child,' is representative of many positive comments.

What does the school need to do to improve further?

- Raise achievement in mathematics by using marking and feedback to pupils more consistently to help them be more confident in understanding their next steps in learning.
- Develop the skills and confidence of middle leaders, by accessing appropriate training, in order that they can give effective leadership in their areas of responsibility.

Outcomes for individuals and groups of pupils

1

Pupils start Year 1 with attainment that is broadly in line with the national average. There has been a steady rise in attainment, particularly in writing, so that by the end of Key Stage 2 attainment in English is above the national average. This is not yet reflected in mathematics, although evidence in lessons shows pupils making good progress in all subjects. School tracking also shows that all pupils make good progress. Pupils are now fully aware of their level of attainment and the steps they need to take to reach the next level. Pupils with special educational needs and/or disabilities make good progress because of the well-planned, targeted support they receive

Outcomes for pupils in respect of many other aspects of their personal development are outstanding. Pupils are very proud of their school and speak enthusiastically about the many opportunities they have to develop skills in a range of areas. They feel extremely safe and are secure, for example they speak knowledgeably of how to keep themselves safe in the sun. Pupils' excellent behaviour and great confidence in the adults around them means that playtimes are safe and happy times.

The Healthy Schools Award and Activemark illustrates the school's commitment to ensuring that pupils have an outstanding understanding of how to lead healthy lifestyles. They participate widely in the range of sporting opportunities, make informed healthy choices at lunchtime and involve themselves in running the daily fitness sessions. Pupils have a strong voice in the leadership of the school through the class and school councils and 'eco warriors'. They are learning to extend this beyond their school through representation on the Children's Parliament and being able to voice opinions and ideas about their local area. The school is a valued part of the local community and pupils contribute regularly to village events and celebrations.

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Pupils apply their skills, including information and communication technology (ICT), across the curriculum. Their self-assurance and application to their work, coupled with good induction and links with the secondary school mean that all pupils are confident about their next steps after leaving the school.

Pupils are curious about the world they live in and are able to reflect on their experiences. The bronze International Schools Award reflects the excellent understanding of the diversity of cultural influences on their heritage and the strong support to increase this in response to new arrivals in the school.

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	3
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	1
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good because teachers plan effectively to meet the range of needs in their mixed-age classes. Lessons are lively, keep pupils on the edge of their seats, include pupil discussion and debate and are clearly based on previous learning so that they make good progress. In the best lessons, pupils are challenged continually by questioning that ensures they have to think about their answers. Marking and feedback often support pupils in knowing their next steps in learning, but are not consistently

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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used in mathematics lessons and books.

A strong feature of the learning is the use of outside spaces. Pupils spend time in the local woods and use this to develop their personal and social skills as well as skills in a range of curriculum areas, such as understanding map symbols through the treasure hunt. Good use is made of the school grounds, for example, when Key Stage 2 pupils were asked to find objects that may weigh one gram or half a kilogram.

Lively displays reflect the pupils' work across a range of subjects and the award of the bronze Artsmark. The high quality teaching of French and French culture across the school is supported by the secondary school. The range of enrichment opportunities contributes to pupils' all-round development. After-school clubs are well attended and enable pupils to develop a variety of interests. Pupils enjoy the many visitors to the school and they speak enthusiastically of the links with the barracks and of the shared activities with the soldiers on the base and in school.

The excellent support for all pupils across the school is apparent in the careful planning and targeted intervention for pupils with special educational needs and/or disabilities. Careful monitoring ensures that these pupils make good progress. Parents and carers appreciate the support given to their children: 'they have done more than expected and think outside the box', was one representative comment from a parent. Vulnerable pupils are well supported and there is particular care taken to support pupils starting school other than at the normal admission times, with a buddy to help them in the early days. Pupils with particular skills and talents are encouraged to develop these through a range of opportunities and are often then able to share their newly acquired knowledge with their peers, acting as the teacher.

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 headteacher provides strong leadership and has developed the skills of new staff, so that all teaching is now at least good. She is well supported by the governors and the assistant headteacher. There is a strong team spirit among all staff with an ethos of mutual encouragement to improve the school.

Safeguarding procedures are exemplary and of the highest priority to everybody at the school. There are extremely robust policies and procedures in place which are monitored exceptionally well by governors who have a comprehensive understanding of safeguarding issues.

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The skilled governing body is very ably led. There has been a concerted effort to make sure the school community is well represented on the governing body and succession planning is in place to ensure this continues. A training element in each full governing body meeting keeps all members up to date with developments in education.

Sub-committees provide rigorous challenge to the school leadership, with a good understanding of school data. Subject leaders report to the governing body and hold discussions with link governors and as a result governors are very knowledgeable about the work of the school.

Parents and carers are very supportive of the school and work with the school in a range of developments, such as the school website. The school has identified that it needs to be more rigorous in ensuring that all parents and carers access all information. There are strong and highly effective partnerships which promote pupils' learning and well-being, including links with the local secondary school and sports partnerships. Promotion of equal opportunities is good. Pupils are valued as individuals and helped to develop their individual skills and interest. Community cohesion is good; there is an action plan in place, links with schools globally are established and the development of links with other schools in the United Kingdom is well underway.

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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skill levels in line with those typically expected for their age. They make good progress through the Reception class and enter Key Stage 1 with skills that are just above average. There is a thorough induction process and by the time children start they are confident and settle quickly.

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'The school has an excellent programme in place to introduce pre-school leavers into the Reception class, and forges good relationships with the child.' represents the many positive comments by parents and carers about the process.

The staff have a very good understanding of the needs of children in the Early Years Foundation Stage and plan well to enable children to develop in all areas of their learning. Effective use of the skilled teaching assistants means that the presence of Year 1 children in the class does not detract from the early years' experience and also enables them to make good progress. Assessment informs the planning and is based on observations of children engaged in their own choice of activity as well as some focused tasks. The leader is proactive in seeking out training to develop her knowledge and understanding.

Children thoroughly enjoy their time in the Reception class. They register themselves and make their choice of lunch. Resources are easily accessible and they enjoy playing in the role-play area, currently an undersea world, after a visit to the Sea-Life centre. They are encouraged to work together and develop their own learning through a range of activities, inside and outside. The nature of the building means that it is not possible for children to have free access to the outside, which means that staff are not able to make full use of this area to to develop children's skills and understanding in all aspects of their learning.

Children are encouraged to develop healthy lifestyles through their participation in the daily school fitness activity, healthy drinks and snacks available and independence in their hygiene routines. They feel safe and are helped to play safely at playtimes because of the good supervision. Behaviour is excellent; they cooperate together, listen carefully to each other and are respectful of different opinions and ideas, as demonstrated when a group worked together to create their 'human number sentence'. The links with Years 1 and 2 and the transition procedures within school mean that they are well equipped to deal with the next stage of their education.

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

There was a very high return rate of questionnaires for a school of this size. These indicate that most parents and carers are very supportive of the school and have high levels of confidence in all aspects of its work. Inspection evidence supports these

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positive views. A few comments identified areas of concern, for example the need for better communication from the school regarding reading routines. Inspection evidence suggests that the school has very effective systems for keeping parents/carers well informed, but the school acknowledges it may need to review these and ensure that all parents and carers are aware of school policies and procedures. A few parents and carers also expressed concerns about the way the school deal with unacceptable behaviour. Inspectors found behaviour to be outstanding and that isolated incidents are dealt with well by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanton St Quintin Community 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	27	33	4	5	1	1
The school keeps my child safe	47	57	33	40	2	2	0	0
The school informs me about my child's progress	32	39	43	52	4	5	0	0
My child is making enough progress at this school	30	36	43	52	5	6	1	1
The teaching is good at this school	43	52	34	41	2	2	1	1
The school helps me to support my child's learning	37	45	42	51	4	5	0	0
The school helps my child to have a healthy lifestyle	45	54	37	45	1	1	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)	38	46	37	45	5	6	1	1
The school meets my child's particular needs	30	36	45	54	6	7	1	1
The school deals effectively with unacceptable behaviour	39	47	34	41	7	8	2	2
The school takes account of my suggestions and concerns	28	34	43	52	8	10	2	2
The school is led and managed effectively	45	54	29	35	4	5	1	1
Overall, I am happy with my child's experience at this school	46	55	32	39	3	4	1	1

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.



27 June 2010

Dear Pupils

Inspection of Stanton St Quintin Community Primary School, Stanton St Quintin, SN14 6DQ

Thank you for making us so welcome when we visited your school recently. We enjoyed joining in with your lessons and woodland walk, talking to you and hearing you speak French. Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well, look after each other and you told us how much you enjoy school and all the exciting things you are able to do.
- You are enthusiastic and work hard in your lessons and enjoy the many opportunities to learn outside.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You have lots of opportunities to keep active and healthy and you know well how to keep yourselves safe.
- You are important members of the local community and do a lot to help other people.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are a couple of things we have asked the school to do to make it even better. These are:

- to make sure that you are able to do your very best in mathematics by marking your books and giving you feedback that tells you exactly what you must do to improve your work
- to help teachers leading the different subject areas to be able to make them even more exciting and interesting.

You can help by making sure you read the comments in your books and respond to what they suggest you must do to improve your work.

Yours sincerely

Jenny Batelen

Lead Inspector

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