

# Box Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126302
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340954
<b>Inspection dates</b>	14–15 June 2010
<b>Reporting inspector</b>	Jenny Batelen

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Mitchell
<b>Headteacher</b>	Jo French
<b>Date of previous school inspection</b>	13 March 2007
<b>School address</b>	High Street Box SN13 8NF
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<b>Email address</b>	admin@box.wilts.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed nine lessons taught by seven teaching staff. They held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at documents including the single integrated development plan, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires from pupils and staff as well as 65 from parents and carers.

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

- how the leadership and management of the school have secured the high achievement of all pupils since the previous inspection
- how well teachers enable all children to make at least good progress
- the quality of provision for children in and leadership of the Early Years Foundation Stage.

## Information about the school

This smaller than average primary school serves a medium-sized village and the surrounding area. The proportion of pupils identified as having special educational needs and/or disabilities is below average. Proportions from ethnic minorities, or who speak a language other than English at home, are also below average. The school has very restricted outdoor playing space. Some physical education (PE) lessons are taught in the nearby village hall and use is made of the adjacent recreation ground for playtimes. The school has achieved the Healthy Schools Plus, Activemark and intermediate International Schools awards.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Pupils flourish in a school whose performance has been transformed in the last three years. Strong leadership, an exciting curriculum and excellent support for pupils to achieve their best means that their achievement in all subjects is exceptional. 'A lovely school where children are happy and thriving' is a representative comment from a parent or carer that sums up the outstanding work of Box CE Primary School. Pupils are enthusiastic about their school; 'a very happy, friendly school and all feel safe' sums up their views.

School leaders and governors are clear about the strengths of the school and are constantly reviewing practice in order to identify areas to develop and so further improve the outcomes for all pupils. Governors do not, however, keep a written record of how their monitoring has contributed to these improvements. Nevertheless, coupled with the very strong improvements since the last inspection, these strengths ensure that there is an excellent capacity to improve.

Pupils are articulate and confident. They behave well, care about each other and respect the different skills and interests that individuals have. They support the younger children well and help them understand how to keep themselves safe. Pupils have a very good understanding of how to keep themselves healthy and almost all pupils take advantage of the range of sporting activities offered through extra-curricular clubs.

There is a comprehensive induction process, which means that children start school confidently and are able to make good progress throughout the school. As a result, pupils leave school well equipped for their future with well above-average attainment. The majority of teaching across the school is good, nothing is less than satisfactory and some outstanding teaching is evident. A strong feature of the teaching, particularly in Key Stage 2, is the use of assessment to help pupils understand how to improve their own work and reach their targets. Pupils are clear about what they are learning and have opportunities to assess their own work against given success criteria. These strong aids to learning are not yet consistently used effectively across the whole school.

Governors have provided very strong support to the school through some difficult times. They are clear about their role of monitoring the work of the school and have clear plans to help them fulfil this. They are regularly in school and work closely with senior leaders to evaluate progress and identify the next steps for improvement. Subject leaders are able to clearly identify strengths in their subjects and use various monitoring activities to drive improvements forward.

Excellent pastoral care for all pupils ensures that they are able to succeed. Very good links with outside agencies and an effective tracking system linked to careful plans and

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targeted support for pupils with special educational needs and/or disabilities means that they often make exceptional progress. As a result, pupils speak very positively of the help they receive and comment that 'all adults are friendly and help you with your work or if you have problems'.

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

- Raise the quality of teaching so that all is at least good, with a range of outstanding features in most lessons, by identifying and sharing good practice across the school.

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

Pupils start Year 1 with attainment that is above average. There has been a considerable rise in attainment since the previous inspection and pupils now consistently leave at the end of Year 6 with attainment that is well above average in all subject areas. All pupils are able to make good progress because they are clear about what they are learning and what they must do to achieve this, and have confidence in the adults who support them.

Pupils thoroughly enjoy their time in school. They feel safe and speak of how the 'buddy system' enables Year 6 pupils to help the younger children understand about safety, especially in their use of the school site and the village recreation ground at playtimes. Pupils are confident that they can share any problems or worries they may have with adults and that they will be helped. They understand about e-safety with good guidance from the school. Their good behaviour means that pupils are safe around school and they are confident that there is no bullying.

Healthy Schools Plus and Activemark awards reflect the range of sporting activities and the encouragement to work towards five hours a week of activity, in and out of school. School lunches provide healthy options, which many pupils choose, and parents and carers are encouraged to provide healthy lunchboxes with information in the induction pack.

The school council is a strong voice in the school, contributing to decision making, such as the reorganisation of arrangements for lunchtime to ensure that all pupils are able to eat at the start of the lunch break, when they are hungry. All pupils contribute to their own community through taking on roles of responsibility within the classroom. They are strongly involved in their own village community such as with local older people as they entertain and talk to them at their homes.

Pupils apply their well-developed skills in all subjects, including information and communication technology (ICT) across the curriculum. The strong induction procedures and good links with the local secondary school mean that all pupils are confident about their next steps.

The strong Christian ethos encourages pupils to care for and support each other and to have a belief and confidence in their own and others' skills. There has been a focus on developing understanding of different cultures national and globally and this is now

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evident in classroom work and reflected in the intermediate International Schools award.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The majority of teaching is good, because teachers plan lessons that are lively and relevant and motivate and interest the pupils. Cross-curricular links are demonstrated well in a geography lesson. Pupils combine the understanding of compass directions with information from the link UK school to draw maps to scale. Teachers have good subject knowledge; they use assessment to ensure that they appropriately target the learning and support given so that all pupils can make at least good, and often better, progress. All adults effectively use good questioning and adjust lessons in the light of pupils' responses. In the best lessons, there is real challenge provided for the higher ability pupils in order to stretch their thinking and the lesson moves on at a pace to ensure there is no lost time. Marking is used to help pupils understand how well they have done and how they can improve their work. Well-planned support and guidance for all pupils ensures that those identified as being vulnerable to under-achievement make good progress and achieve their best. Although there is not yet consistency across the

<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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school in the quality of teaching and learning, the school recognises this and is rightly planning to share good and outstanding practice in order to address this area and also to support returning and new staff.

The curriculum has undergone significant improvement and is now ensuring excellent provision for all pupils with a positive influence on all outcomes for pupils. The planning shows progression in skills, assessment and recording in all subject areas. There is considerable enrichment through the use of visits, visitors and theme days. A link with a local secondary school gives the opportunity for a trip to London which includes a visit to the National Gallery. Pupils speak enthusiastically of the residential visits they are able to access. Music is a strength and pupils sing well, learn instruments and learn to appreciate the skills of each other, as demonstrated when they listen appreciatively to a talented Year 3 pianist.

Pupils in Year 6 are confident about their transition to Year 7. Above-average attendance is supported by rigorous procedures in the school that challenge any absence.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The focus and determination of the headteacher has provided very strong leadership through some difficult times in the school. Through a thorough process of reviewing and rewriting policies and procedures, she has ensured that standards have risen, that all pupils achieve their best and are happy and safe in school. She is extremely well supported by the deputy headteacher and by staff. There is a good team spirit and an ethos of encouragement and support. Recently appointed middle leaders are developing their roles and already becoming effective in driving forward improvements in their areas of responsibility.

The governing body has a range of skills and uses these effectively to provide very good support to the school. They understand the strengths of the school and are effective in working with the leadership to determine the plans to drive developments forwards. They work with other governing bodies and are constantly reviewing their own practice. Governors challenge the school, but this is not yet effectively recorded so that it is clear where they have made a difference.

Parents and carers are supportive and most speak highly of the school. There are a range of opportunities for them to be involved and there are effective means of keeping

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them informed through regular newsletters, the excellent website and email. Very effective partnerships exist with a range of outside agencies and partners, including the local secondary school. Promotion of equal opportunities is very strong and is a standing item on the governors' agenda. There is no discrimination as all pupils are valued as individuals and there are opportunities for them to develop and share their own particular skills and interests.

Safeguarding procedures are very secure, with robust systems in place. The school has worked particularly hard to ensure the safety of the pupils at playtimes as they use the adjacent village recreation ground.

The school has a good understanding of its community context and has clear plans in place to ensure community understanding and cohesion. Although recently developed, there is already evidence of the impact of these plans as links are formed nationally and globally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

### **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 throughout the Reception class and enter Year 1 with skills that are above average. The good induction process ensures that children settle quickly and parents and carers speak positively of how well their children settle; 'with the buddy system and effort of the staff in Reception she was enjoying school very quickly and loves getting to school every morning' is representative of parents' and carers' comments.



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Good teaching with a well-structured curriculum promotes all areas of learning. The clear assessment procedures enable planning to be adjusted to ensure good learning and progress. Children are encouraged to initiate their own learning through a range of activities available with clear objectives, although there is not yet enough monitoring of these child-initiated activities to maximise the learning opportunities. The learning environment is currently hampered by the limitations of the outside space, but this is used as effectively as possible and there are plans for further development. School policies and procedures ensure good care and safe provision at all times.

Children enjoy the opportunity for physical activity and gain an understanding of the effects of exercise on their body as the teacher asks them to check their heart and breathing. They enthusiastically engage in learning about numbers to 20, first by counting, then by using fingers to add up, and then linking this to recording. The strong focus on learning about different countries and the use of the role-play area as a Chinese café means that children are developing an understanding of the multicultural nature of the world they live in. Behaviour is excellent and children work and play well together. The school leadership works in partnership with the early years teacher to ensure good and developing leadership and management. Self-evaluation is well established and informs decisions about priorities and provision. There is good support provided, particularly by the local authority in improving the reliability of assessments.

*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**

Parents and carers are supportive of the school. The returned questionnaires were mainly positive. A few comments identified areas of concern, for example the need for better communication from the school, with a small minority believing their suggestions or concerns were not taken into account, but the inspection evidence suggests that the school has very effective systems for keeping parents and carers well informed.

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

Ofsted invited all the registered parents and carers of pupils registered at Box CE 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 174 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	46	31	48	2	3	0	0
The school keeps my child safe	35	54	29	45	0	0	0	0
The school informs me about my child's progress	12	18	46	71	4	6	1	2
My child is making enough progress at this school	15	23	40	62	4	6	2	3
The teaching is good at this school	26	40	32	49	4	6	0	0
The school helps me to support my child's learning	14	22	42	65	6	9	0	0
The school helps my child to have a healthy lifestyle	18	28	44	68	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)	23	35	34	52	4	6	0	0
The school meets my child's particular needs	16	25	41	63	4	6	1	2
The school deals effectively with unacceptable behaviour	12	18	40	62	9	14	0	0
The school takes account of my suggestions and concerns	13	20	32	49	14	22	4	6
The school is led and managed effectively	20	31	32	49	9	14	1	2
Overall, I am happy with my child's experience at this school	23	35	38	58	1	2	1	2

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.**



16 June 2010

Dear Pupils

Inspection of Box CE Primary School, Box, Wiltshire SN13 8NF

Thank you for making us so welcome when we visited your school recently. We enjoyed joining in with your lessons and worship, talking to you and hearing you play instruments. Yours is an outstanding school and, as a result, you achieve very well and make good progress in your learning. There are many excellent things about your school.

- You behave well, particularly looking after each other. You told us that you feel very safe, how much you enjoy school and about all the exciting things you are able to do.
- You work hard in your lessons and are keen to do well.
- 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 have an exciting curriculum, with plenty of visits and visitors: that means that you develop good skills across a range of subjects.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There is one thing we have asked the school to do to make it even better. This is:

- For the teachers to share the very best things they do when teaching you, so that your lessons are even more interesting and challenging, and you can make even better progress.

You can help by being making sure you continue to work hard, know the learning objective for each lesson, and whether your work is good enough to meet the objective.

Yours sincerely

Jenny Batelen

Lead Inspector

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