

# St Mary's Church of England Primary School, Purton

## Inspection report

---

<b>Unique Reference Number</b>	126350
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340964
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	David Shears

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>	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>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Stephenson
<b>Headteacher</b>	Ian Tucker
<b>Date of previous school inspection</b>	21 March 2007
<b>School address</b>	College Road P SN5 4AR
<b>Telephone number</b>	01793 770239
<b>Fax number</b>	01793 770239
<b>Email address</b>	admin@st-marys-purton.wilts.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 May 2010
<b>Inspection number</b>	340964

---

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 three additional inspectors. The inspectors visited 13 lessons, saw 12 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 99 parents and carers, 88 pupils and 20 members of staff.

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

- the quality of learning for all pupils, particularly in writing, mathematics for girls and the progress of pupils with special educational needs and/or disabilities in all areas
- the effectiveness of leaders and managers at all levels in identifying, monitoring and evaluating areas of development to address the needs of pupils and ensure a rise in attainment and progress
- the quality of the Early Years Foundation Stage to determine whether provision is enabling all children to make good progress.

## Information about the school

St Mary's is larger than the average school. Most pupils are from a White British background. The proportion of pupils who have special educational needs and/or disabilities is less than the national average. Their needs are varied with the majority having moderate learning difficulties or speech, language and communication difficulties. There is a small proportion of children with English as an additional language and a similar proportion who are Traveller children. Early Years Foundation Stage provision is made up of two classes that contain both Reception children and Year 1 pupils. There is pre-school provision on site that is externally managed. The school is currently on two sites with the Foundation Stage and Key Stage 1 being separate from pupils in Key Stage 2. However, there are plans for the building of a new primary school to accommodate all pupils on one site. The school has gained a number of awards including Healthy School status, the Artsmark Silver award and The Schools Sports Partnership 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

St Mary's is a good school. Effective leaders and managers have been successful in encouraging and challenging all staff from both sites to work as a unified team in raising their expectations of pupils. As a result, pupils achieve well and make good progress in their learning. Children in the Early Years Foundation Stage are on track to attain average standards in all areas of learning by the end of the year, demonstrating good progress. In Years 1 to 6, pupils are now making good progress and, although attainment is currently average, there is a rising trend towards above average attainment. In particular, the attainment of pupils in Year 5 is already above average. This improvement in progress is mirrored by a higher quality of teaching that is delivered by staff who enjoy planning interesting and stimulating lessons for pupils to engage with. Pupils produce work that is well presented and shows good progress over time. Although marking is completed it does not always give pupils enough support in showing them the next steps in learning. A creative curriculum ensures that pupils recognise the links between subjects and gives good opportunities for them to practise their basic skills within different contexts. Teachers plan appropriate activities for pupils who have a variety of needs. However, during the teaching part of lessons, not enough attention is given to ensuring that all pupils are supported and challenged. This has most impact on those pupils with special educational needs and/or disabilities and means that they need further support in order to achieve the tasks set. As a result, they make satisfactory rather than good progress. The school has taken swift action to address this and evidence shows that these pupils are now making better progress, particularly in English. However, strategies to support their progress in mathematics are more recent and have not yet had as much impact.

Overall, pupils' spiritual, moral, social and cultural development is good. As a result, pupils' behaviour is good and, in lessons, sometimes excellent. Their spiritual development is outstanding because they have a clear understanding of other faiths, including Christianity, and have many opportunities to engage in reflection during collective worship.

Leaders and managers have a clear understanding of the strengths of the school and know where it needs to improve. They implement good initiatives to secure improvements and monitor these. However, improvements are not always evaluated robustly enough to demonstrate the impact they have had on pupils' progress. Nevertheless, leaders' effective actions have resulted in improvements in the quality of teaching since the last inspection. This in turn has led to better progress for most groups of pupils so that it is now good. The effectiveness of the Early Years Foundation Stage has also improved from being satisfactory to good. The school's track record in

**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

addressing its weaknesses, together with the clear commitment of all staff to ensure that pupils receive the best possible education, confirms that there is good capacity for sustained improvement.

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

- Further embed the strategies for raising the quality of learning for pupils with special educational needs and/or disabilities by:
  - ensuring that pupils are given effective support and challenge in the teaching part of every lesson, to enable them to make the progress they should
  - embedding strategies in the teaching of mathematics to ensure pupils make good progress.
- Improve the quality of marking so that it consistently gives all pupils the next steps in learning.
- Ensure that leaders and managers have a clear and consistent focus in evaluating the provision in order to demonstrate improving outcomes and attainment for all pupils.

## Outcomes for individuals and groups of pupils

**2**

Pupils begin school well, making good progress in the Early Years Foundation Stage. This good progress, which is seen in all areas, including writing, is now evident across the vast majority of the school and there is evidence of a clear rise in attainment. In particular, the progress of girls in mathematics is improving and the gap between their attainment and that of boys is closing. However, while most pupils make good progress, including those with specific needs, the progress of pupils with special educational needs and/or disabilities remains satisfactory, although improving. The rate of improvement for these pupils is good in English but not as fast in mathematics. This is because there has been a focus on English and interventions have been effective in giving good support. Similar interventions in mathematics have been more recently introduced and so the impact has not yet been fully realised. Pupils with specific needs, including those with English as an additional language and Traveller children, make good progress in line with the large majority of pupils. Those with speech, language and communication difficulties are given effective support and are making good progress.

Pupils say that they feel safe in school, both in lessons and on the playground. They have a good understanding of what it means to have a healthy lifestyle, including healthy eating and taking regular exercise. They make a good contribution to the school community through the school council, such as looking together at the school rules and participating in decisions and fundraising for the refurbishment of the two playgrounds. They also support the local community well through participating in events such as the local carnival and singing for people at a care home in the vicinity. The school supports a number of charities both locally, such as the Royal National Lifeboat Institution, and internationally, for example, the recent Haiti appeal.

**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

Pupils are keen to attend school and have good attitudes towards their work. This, coupled with the good progress they make, contributes successfully to their future economic well-being.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

There are positive relationships between staff and pupils that permeate lessons and make learning an enjoyable experience for pupils. Teachers have a good knowledge of the curriculum and give pupils work that is engaging and meaningful. There are effective links with the current topic. For example, in a mathematics lesson, pupils were focusing on calculating how much fabric they would need to make the sails for Henry VIII's new ships. The provision for pupils with special educational needs and/or disabilities is improving because interventions to support their learning are more focused and effective, particularly in English. This is ensuring that these pupils are making better progress. The curriculum is giving good support in writing because pupils are writing for a purpose rather than just for its own sake. This has encouraged all pupils to produce their best work, ensuring that its quality, both in terms of content and presentation, has

<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

improved. Technology is used well by teachers to support the teaching, although the school recognises the need for pupils to have more opportunities to use technology in their learning. There are good opportunities for the enrichment of the curriculum through visits and visitors to the school. A wide variety of extra-curricular activities are on offer and many pupils enthusiastically participate in these. In the vast majority of lessons, there is a high level of challenge for more able pupils. Gifted and talented pupils are identified and are provided for well with a specific programme of events, including the involvement of architects and artists.

Care, guidance and support are good. In particular, the care for the pupils who have circumstances that make them vulnerable is very strong. Outside agencies are extensively used to provide good-quality support and there is clear evidence of a number of these pupils making outstanding progress in outcomes such as behaviour, attitudes and confidence. This is having an increasingly positive effect on their progress in learning. Pupils are fully involved with assessing their own progress towards these targets and parents and carers are kept well informed. Links with parents and carers are good and support pupils' learning well.

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

## How effective are leadership and management?

Leaders and managers at all levels, including governors, have a good understanding of the school and strive for further improvements. This is because the effective senior leaders empower and encourage staff to make a difference in the school. There are high expectations, and staff are made accountable for the pupils in their class and how well each individual is learning. The school has good systems for monitoring pupils' progress including regular meetings to check whether any pupils are falling behind and, where this is noted, specific interventions are put in place to support these pupils. However, formal systems for evaluating the impact of improvements on pupils' progress are not always sufficiently robust and rigorous. As a result, senior leaders and governors are not always clear about the impact of developments. Middle managers are very enthusiastic about their subjects and how they fit into the creative curriculum. They recognise the need to improve the assessment of subjects other than English and mathematics to effectively monitor how much progress pupils make. Governors are very supportive of the school and work very closely with senior leaders to monitor the provision, providing good challenge, although this is not sufficiently focused on how the actions taken by the

**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

school have an impact on pupils' outcomes.

The school has taken quick action to address the achievement of pupils with special educational needs. This is having a positive impact, particularly in English, in closing the gap in progress between them and their peers. The school has also greatly increased the role of the special needs coordinator so that she is able to closely monitor the provision for pupils with special educational needs and/or disabilities more effectively.

Safeguarding arrangements are securely in place and, in particular, very effective in procedures to ensure child protection. The school promotes community cohesion well, both in the school as well as the wider community. The impact of this is clearly seen in the way pupils from all different backgrounds relate so well to each other. The school recognises that, although pupils have a good understanding of community cohesion in the school, the local area and internationally, more needs to be done to support their understanding of the national context.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children arrive in the Early Years Foundation Stage with knowledge and skills that are broadly in line with national expectations, although lower in communication, language and literacy, calculation, knowledge and understanding of the world, and creative development. Children settle well into their first class because there are good partnerships with the pre-school providers and this helps to support a smooth transition into school life. Children are welcomed into a stimulating learning environment including exciting book corners that encourage children to want to learn. Good relationships with



**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

parents and carers are forged so that children feel safe and secure within their new setting. This good start, together with effective teaching, ensures that children make good progress in all six areas of learning. The positive classroom environment is replicated outdoors so that children can maximise their learning. Leaders have an excellent knowledge of the Early Years Foundation Stage, and there has been a significant improvement in the accuracy of assessment, although this is not yet embedded enough to ensure consistency. Nevertheless, because of the good leadership of the Early Years Foundation Stage, there has been significant improvement so that it is now good overall.

*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**

The overwhelming majority of parents and carers who responded to the questionnaire were positive in their views of the school. A few parents and carers are concerned that the school is not taking into account their suggestions and concerns. However, inspectors found that there were a number of opportunities for parents and carers to give their views, and examples of where the school had responded, such as ensuring that staff are available to parents and carers, where possible, at the start and end of the school day.

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

Ofsted invited all the registered parents and carers of pupils registered at St Mary's 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	43	52	53	2	2	1	1
The school keeps my child safe	45	45	51	52	0	0	0	0
The school informs me about my child's progress	35	35	58	59	4	4	1	1
My child is making enough progress at this school	32	32	58	59	6	6	2	2
The teaching is good at this school	39	39	53	54	1	1	1	1
The school helps me to support my child's learning	35	35	57	58	5	5	2	2
The school helps my child to have a healthy lifestyle	25	25	66	67	6	6	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)	29	29	54	55	5	5	0	0
The school meets my child's particular needs	35	35	51	52	5	5	4	4
The school deals effectively with unacceptable behaviour	32	32	52	53	5	5	2	2
The school takes account of my suggestions and concerns	28	28	56	57	8	8	2	2
The school is led and managed effectively	35	35	58	59	0	0	2	2
Overall, I am happy with my child's experience at this school	44	44	50	51	1	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



27 May 2010

Dear Pupils

Inspection of St Mary's CE Primary School, Purton. SN5 4AR

Thank you for making us feel so welcome at your school recently. We thoroughly enjoyed meeting you and finding out all about your school.

You told us that you are happy to be in school and we can easily see why. Your teachers make lessons interesting and fun for you, and there are lots of opportunities for you to try out new things in clubs after school. You have good ideas about how to keep safe and know lots of ways to stay healthy and fit. You get on very well together and we were very pleased to see your positive attitudes and behaviour. You have a good understanding of other cultures and we were particularly impressed with your excellent spiritual awareness.

We found that you all go to a good school. This is because most of you make good progress in your learning. We have asked your school to make sure that those of you who find learning difficult also make good progress by your teachers giving you lots of opportunities to learn when they are teaching you in lessons. We would also like those children to have better help with their mathematics. We want your senior leaders to see that the extra help is making a difference by checking that it is being effective and helping you to make good progress.

We have asked your teachers to ensure that when they mark your work you are told what you need to learn next. You could help by letting the teachers know whether you understand how well you are doing and how your work could be improved.

Thank you for a lovely two days. We wish you all the very best for the future.

Yours sincerely

David Shears

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).**