

Hindon Church of England Voluntary Aided Primary School, St Marys and St John's

Inspection report

Unique Reference Number	126444
Local Authority	Wiltshire
Inspection number	340981
Inspection dates	27–28 April 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Richard Bryson
Headteacher	Sarah Colman
Date of previous school inspection	28 April 2010
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Introduction

This inspection was carried out by an additional inspector. Six lessons were seen and four teachers and practitioners were observed. The inspector held meetings with governors, staff and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 20 questionnaires from parents and carers were analysed and their responses taken into account.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- pupils' progress in mathematics
- the improvements made in teaching since the previous inspection
- the role played by teachers in the school's monitoring and evaluation processes.

Information about the school

Hindon is a very small school. All the pupils are of White British heritage. The proportion known to be eligible for free school meals is below the national average. The number of pupils that have special educational needs and/or disabilities is above average.

Pupils are taught in two classes. The first is for Reception age children in the Early Years Foundation Stage and also for pupils in Years 1 and 2. The second is for those in Years 3 to 6. There is a Nursery in the school which is not managed by the governing body and which is subject to a separate inspection. Children in the Early Years Foundation Stage share the outdoor facilities with the Nursery children. The Healthy Schools award has been gained.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hindon is a good school where pupils make good progress in both their academic and personal development. There have been across-the-board improvements since the previous inspection. Provision is now good in all areas. There is a positive and supportive ethos in which pupils are valued and feel safe. This helps them to enjoy learning, behave well and develop positive attitudes to school and each other.

Because the school is so small, attainment on entry varies considerably each year. Children in the Reception class joined the school with starting points that are above those typically found, though for the past two years children's attainment on entry has been below expected levels. Children achieve well. By the time that they reach Year 6, attainment is above average in English and broadly average in mathematics and science. This marks good progress. However, the school is aware that the progress made by more-able pupils is not always fast enough for them to reach the higher standards of which they are capable, particularly in mathematics. This is because, although teaching is consistently good in both classes, on occasion there is insufficient challenge in the work set for these pupils. Achievement has been boosted because teaching has improved and the focus on strengthening the pupils' involvement in their learning is paying dividends. Teachers make objectives clear and they ensure that pupils understand what they have to do to improve. This is aided by excellent marking, particularly in the Key Stage 2 class. Pupils are given clear guidance about what they need to do to reach the next step on their 'learning ladder'. The effective partnership with other local schools significantly benefits pupils' learning and their personal development. Plans to extend community cohesion to include wider communities in the United Kingdom and globally are at an early stage.

Leadership and management have improved since the previous inspection. The headteacher has built on the strengths found previously and has brought more rigour to the school's monitoring and evaluation processes. This is helped by the positive role that the teaching staff play in checking both provision and pupils' progress. Accurate self-evaluation enables priorities for development to be targeted sharply onto areas of weakness. This has been a major factor in the school's improvement. The strong track record of improvement linked to the commitment of all the members of the small group of staff to improve the school further demonstrates that there is good capacity to sustain further improvement.

What does the school need to do to improve further?

- Ensure that more-able pupils are consistently provided with highly challenging tasks

and thereby improve their rate of progress.

- Strengthen the promotion of community cohesion by providing more opportunities for pupils to experience and understand the cultural, ethnic and social diversity in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and learning and they make good progress in lessons in both classes. However, their enjoyment is not fully reflected in their attendance which is average overall, despite the good processes in place to lift rates of attendance. Pupils relish the interesting tasks that the teachers set for them and they rise to their expectations, particularly when the work is challenging. Pupils say that they enjoy literacy lessons in particular. This is because, in both classes, teachers ensure that work in different subjects is cleverly linked, so as to provide purpose and meaning to the activities set. This captures the pupils' interest and engages them. Pupils enjoy the many opportunities to work in pairs and groups and this leads to their good achievement. Year 5 pupils, for example, are already attaining above the level for writing expected at the end of Year 6. Nevertheless, there are some opportunities missed by teachers to accelerate the learning of the most able pupils so that they make better progress.

Pupils are keen to take on responsibility and older pupils enjoy looking after younger ones and acting as playground friends and play leaders. Older pupils and the school councillors are particularly proud of the way that they helped to run stalls at school events such as the recent Easter cake sale when they raised money for the school's football strip. Pupils have a good understanding of the need to conduct a healthy lifestyle and the Healthy School award achieved by the school is a recognition of this. Spiritual, moral and social development is good. Cultural development is satisfactory as links with wider communities are still being developed. Pupils' good personal development and basic skills prepare them well for their move to secondary education.

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	2

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

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

How effective is the provision?

There has been a significant improvement in the quality of teaching since the previous inspection. This is now consistently good and there are some significant strengths. Classrooms have a calm and purposeful atmosphere where relationships are excellent and pupils are managed well by all the adults. Lessons are successful because they are planned well and teachers provide interesting activities. This is a particular challenge because of the wide age-range in the Key Stage 2 class where pupils range from Year 3 to Year 6. However, generally, the teacher ensures that all groups are suitably challenged. Although teaching is consistently good, expectations are not always high enough for the most able pupils. Teachers present work with energy and enthusiasm and they make particularly good use of the interactive whiteboards. This helps them to cater for pupils' preferred learning styles. In both classes, computers are used well to enliven learning and to develop skills in information and communication technology (ICT) in most lessons. The use of assessment is particularly effective and this helps to make pupils independent in their learning.

The quality of the curriculum was good at the previous inspection and this has been maintained. Teachers ensure that purpose and meaning are provided for the whole-school topic themes, which invariably stem from first-hand experiences. These are organised well to meet the diverse range of pupils in the mixed-age classes. Provision for pupils with special educational needs and/or disabilities is good and targeted well and this enables these pupils to make good progress. Excellent curriculum enrichment through clubs, visitors and visits adds greatly to the pupils' enjoyment and to their learning. Gifted and talented pupils benefit from the regular opportunities provided across the cluster of schools and pupils say that they enjoy the wide range of sporting opportunities made available to them through the sports partnership. Numeracy, literacy and ICT skills are practised well across the curriculum.

There has also been an improvement in the care, guidance and support provided for pupils. This is now good. Pastoral care continues to be good with pupils and their families known exceptionally well by the staff. Staff work hard to ensure that pupils are able to participate fully in all aspects of school life. External support is sought quickly

when necessary to enable pupils with additional needs to improve their learning and well-being.

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	2

How effective are leadership and management?

There has been a strengthening of leadership and management since the previous inspection. The headteacher is successful in improving the school. She works closely with all the staff, governors and the local authority to keep a close check on the school's provision. The commitment of the staff, linked to the drive for improvement, has improved the quality of teaching and learning from satisfactory to good. Great care is taken to ensure that all regulatory requirements for safeguarding pupils and ensuring their health and safety are met in full. Governors are knowledgeable about the strengths and development points of the school and they play an important role in ensuring that the school moves forward and becomes increasingly effective. They provide a good balance of challenge and support.

There is a deep commitment to equality of opportunity and to ensuring that there is no discrimination. Everyone has similar access to contribute to lessons and school life. This ensures that all groups of pupils achieve well. Community cohesion within the village is promoted exceptionally well with the school playing an important part in the life of the parish. Wider links are less well developed. The school rightly recognises that there is more to do.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly and well into the Early Years Foundation Stage because most have had experience in the partner private Nursery. Currently there are three children in Reception and they benefit from a wide variety of interesting and well-planned experiences both when they are taught separately by the practitioner in the morning and when they join the Years 1 and 2 class in the afternoons. Teaching is good and the children benefit from a high level of adult attention. The children also profit from a good balance of activities that are directed by the practitioner and those that the children choose for themselves. They enjoy the good quality outdoor resources particularly and happily join in play with the Nursery children. Their behaviour is good and they make particularly good progress in their personal, social and emotional development.

Children make good progress in all areas of learning and they achieve well. Their progress is tracked carefully and recorded well. The good provision in both the morning and afternoon sessions, linked to the close collaboration between staff, ensures that, frequently, children enter Year 1 with above expected levels of skills.

Leadership of the Early Years Foundation Stage is good. The adults work together closely and there is a common sense of purpose.

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

Parents and carers are unanimous in their support of almost all areas. They appreciate particularly the fact that their children enjoy school and the close partnership that exists between themselves and the staff. Inspection findings confirm the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindon Church of England Voluntary Aided Primary School, St Mary's and St John's 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	65	7	35	0	0	0	0
The school keeps my child safe	15	75	5	25	0	0	0	0
The school informs me about my child's progress	10	50	8	40	1	5	0	0
My child is making enough progress at this school	13	65	6	30	1	5	0	0
The teaching is good at this school	17	86	3	14	0	0	0	0
The school helps me to support my child's learning	5	25	15	75	0	0	0	0
The school helps my child to have a healthy lifestyle	16	80	4	20	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)	6	30	13	65	0	0	0	0
The school meets my child's particular needs	12	60	8	40	0	0	0	0
The school deals effectively with unacceptable behaviour	9	45	10	50	0	0	0	0
The school takes account of my suggestions and concerns	5	25	14	70	1	5	1	5
The school is led and managed effectively	14	70	5	25	1	5	1	5
Overall, I am happy with my child's experience at this school	12	60	8	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

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.



30 April 2010

Dear Pupils

Inspection of Hindon Church of England Voluntary Aided Primary School, St Mary's and St John's, Hindon, Salisbury, SP3 6EA.

Thank you for making me so welcome when I came to inspect your school. This letter is to tell you what I found.

Yours is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. Those of you that find learning hard are helped to make good progress because the adults support you well.

You told me that your school is a very happy place and that the adults look after you really well. I agree with you and so do your parents and carers. I was very impressed seeing how well you get on together. Your behaviour is excellent. You have a good understanding about being healthy and also you feel safe in school.

I think that your headteacher does a good job and she is greatly helped by the staff. They are always checking on how well you are doing because they want you to do as well as you can.

Even in a good school like yours, there are things to improve. I have asked your teachers to make sure that those of you who find learning easy are given work that is challenging for you. I have also asked your headteacher and governors to make sure that you get more chances to learn about how people live in other parts of the world and also in the United Kingdom.

Thank you for taking time to talk to me. I hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead Inspector

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