

# Bulford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126309
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360043
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	David Edwards HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Donna Proctor
<b>Headteacher</b>	Sarah Ward
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	John French Way Salisbury SP4 9HP
<b>Telephone number</b>	01980 632309
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed 11 lessons and 8 teachers. They met with governor representatives, members of staff, parent representatives and pupils. Inspectors also looked at a range of school policies, development plans, records of pupils' achievements and progress, questionnaires returned by staff and pupils and the 40 questionnaires submitted by parents and carers.

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

- pupils' attainment and progress throughout the school
- whether teaching is sufficiently challenging to secure and maintain pupils' high achievement
- the impact of strategies to monitor pupils' learning and raise attainment
- evidence to demonstrate the school's strengthening capacity to improve.

## Information about the school

This is an average-sized primary school that draws its pupils from the village of Bulford and a nearby army camp, which accounts for the large numbers of pupils that leave or join the school at some point during each year. Most pupils are from a White British background, with only a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. Although the proportion of pupils identified as having special educational needs and/or disabilities is below average, the number of pupils with a statement of special educational needs is above average. There is also a nursery managed by the governing body on site. There have been significant staffing changes in the past year, including the appointment of a new headteacher in January 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**2**

## Main findings

This is a satisfactory school which is showing clear signs of rapid improvement. The reasons for this improvement are twofold: first, the new headteacher has raised teachers' expectations and has introduced essential changes to the way pupils' learning and the school's effectiveness are evaluated, and second, staff and governors have fully embraced these changes and have undertaken additional training in order to establish improvements in provision and secure better outcomes for pupils.

Children entering the Nursery often do so displaying skills and abilities that are below national expectations. They then make satisfactory progress through the Early Years Foundation Stage and Key Stage 1. In 2010 pupils' attainment at the end of Key Stage 2 in English, mathematics and science was beginning to move towards the national average. This is an important improvement compared to previous years, when attainment was well below average in all three core subjects.

Pupils say they enjoy school and that they feel safe. All safeguarding regulations and duties are met and are in line with government requirements and are reviewed regularly. Pupils play well together and have frequent opportunities to work in groups. Overall their behaviour is good in and around the school. When unacceptable behaviour does occasionally occur, it is dealt with swiftly and appropriately. Although community cohesion is satisfactorily promoted within the school and local community, pupils' understanding of what life is like in other communities within the United Kingdom is limited.

Typically teaching is satisfactory and sometimes it is good. However, more-able pupils are not always provided with sufficient challenge in lessons. Curriculum provision generally motivates pupils to learn, but planned activities do not always take into account pupils' prior experience. Teachers are starting to use assessment information more effectively to provide more challenging work for pupils and this is beginning to have a positive impact on the rates of progress made by increasing numbers of pupils in lessons. There are some good examples of marking that identify pupils' next steps, but this good practice has not yet become embedded throughout the school.

The headteacher's high expectations, her willingness to listen and her determination to bring about rapid change within the school has inspired confidence and trust from leaders and managers at all levels. New systems to track the progress and attainment of pupils are being rigorously monitored and provide leaders with good information to help identify pupils at risk of underachievement. Intervention programmes are now carefully targeted at those pupils who need the most help. Senior leaders possess an accurate understanding of the school's strengths and weaknesses and are using the results of

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pupils' assessments to hold teachers more accountable for their pupils' progress. Through these improvements the school is now demonstrating a good capacity for further improvement.

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

- Raise attainment in reading, writing and mathematics throughout the school so that pupils' achievements rise above the national average.
- Improve the quality of teaching and learning by:
  - increasing the level of challenge given to pupils in lessons
  - adapting the curriculum and matching resources to individual pupils' needs ?
  - ensuring the marking of pupils' work is consistently supportive and shows pupils clearly how to improve their work further.
- Ensure pupils gain a wider cultural understanding and experience of what life is like in other communities within the United Kingdom.

## Outcomes for individuals and groups of pupils

**3**

Pupils' behaviour is good and supported through a strong sense of family within the school. This is evident in the way adults and pupils address and care for each other. Adults are skilful in encouraging pupils to take responsibility for their actions. Close links with the church and acts of worship promote pupils spiritual development well. Pupils value the opportunities for reflection and celebration offered by the school, in particular when parents who have been on active service return home from overseas.

Pupils say they feel safe in school and play well together. They say incidents of bullying are rare and they know who to talk to if they have concerns. Pupils speak confidently about what constitutes a healthy diet and lifestyle. Although pupil mobility in and out of the school is high, strategies to support pupils in attending school are thoroughly implemented so that attendance remains in line with the national average. After the last inspection, pupils' attainment fell steadily in English, mathematics and science, but test results for 2010 demonstrate a significant improvement in the three core subjects, particularly for more-able pupils, although pupils' attainment by the time they leave is still below average.

Pupils show good concentration in lessons, especially when appropriately challenged with stimulating activities, and they are considerate to one another. They engage enthusiastically in learning, especially when lessons are well matched to meet their needs. However, too often more-able pupils do not make the progress they are capable of in lessons because they are not sufficiently challenged. Pupils with special educational needs and/or disabilities make satisfactory progress and some make good progress when support is well organised and matched to their individual learning needs. Pupils make a satisfactory contribution to their school and community with opportunities for older children to take on roles of responsibility such as being lunchtime monitors. However, pupils' understanding and appreciation of cultural diversity within the United

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Kingdom is limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

There is a strong Christian ethos within the school and all pupils and their families are made to feel welcome and encouraged to contribute in any way they can. Careful attention is given to the care, guidance and support of all pupils. Teaching assistants work closely with small groups or individuals and contribute effectively to the assessment of pupils' learning. Relationships between teachers and support staff are good, which helps to ensure that pupils engage positively with their work.

In the best lessons teachers use their good subject knowledge to plan stimulating lessons that match the learning needs of pupils well and provide appropriate challenge for all pupils. This was particularly the case in a Year 6 science lesson where the teacher used questioning effectively to challenge pupils and clarify their scientific understanding of how substances dissolve in water.

Where teaching is less strong, pupils spend too long sitting on the carpet listening to the teacher talk and planned activities do not challenge the more-able pupils enough. 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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good use of marking to guide pupils and help them understand how they could improve their work further is evident in some classes, but this is not consistent throughout the school.

The school provides a broad and balanced curriculum and is developing ways to extend and improve the provision to provide tasks and activities which reflect more fully pupils' individual learning needs. The indoor learning environment is enhanced with colourful displays that reinforce and celebrate the school's values while the large outdoor environment provides good-quality learning opportunities. Recently, the school has strengthened its links with extended services and partners in order to provide more effectively for pupils and their families with a military background.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The leadership of the school has undergone significant changes in the past year. In the short time she has been in post, the headteacher has drawn together a cohesive team of motivated professionals who are beginning to secure the necessary improvements in teaching and learning and provide pupils with improved opportunities to attain more highly. All adults are appropriately trained in safeguarding pupils and are vigilant in the keeping of records. Senior leaders have effectively introduced procedures and practices across all areas to ensure the safety of pupils. The headteacher has established a robust system of monitoring that accurately tracks pupils' learning and progress and provides essential information to leaders and managers about the school's effectiveness. Training and good communication with the headteacher have enabled governors to play a more strategic role in the life of the school. They are now better able to hold the school to account and deploy their skills and abilities effectively.

The transfer of pupils into school and onto the next stage of their education is made as seamless as possible, especially for pupils from a military background. The school does much to support community cohesion within the local community. There is a strong commitment to inclusion, equal opportunities and the removal of barriers to achievement. However, links with different communities within the United Kingdom are undeveloped.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Good induction procedures ensure that children settle quickly into the Nursery and begin to develop their self-confidence. Children are encouraged to develop healthy lifestyles, enjoy fruit and vegetables at snack time and readily engage in physical activities outdoors. Relationships with parents and carers are quickly established so they can feel confident that their children will be well looked after.

Typically children enter the Reception class with skills and abilities that are below national expectations, particularly in personal, social and emotional development and communication, language and literacy development. Children enjoy the challenge of the activities they are provided with and respond well to the praise and encouragement given by adults. For example, children showed sustained interest and enthusiasm in hunting for teddy bears as part of a teacher-led outdoor activity to develop their ability to count up to 20. Plans to make the most of the spacious learning environment have yet to be fully implemented. However, children have good opportunities to make choices about what they do indoors and outdoors although adults are not always deployed well enough to check that children are learning what they should.

Leaders and staff within the Early Years Foundation Stage are appropriately trained to support the learning needs of each child. Planning ensures that there is a well-balanced diet of activities and a mix of child-initiated and adult-led tasks. However, adults sometimes miss opportunities to extend children's learning through play. There is a structured approach to developing children's skills in reading and this is working well, although only a minority of children reach expected levels in literacy by the time they move to Year 1. The use of assessment data to help leaders develop a more comprehensive understanding of children's strengths and their next steps in learning are



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in the early stages of implementation.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire were very positive about the school. One parent summed up the views of the majority by writing: 'The school has improved noticeably since the new headteacher took over. The staff and pupils appear to be more focused and the management of the school is generally much better.' In essence the findings of the inspectors reflected the views of parents. The small number of parents who raised concerns would like to see further improvements to the way the school handles communications and, in particular, in the way the school takes into account their suggestions or concerns. They would also like the school to provide a clearer understanding of how unacceptable behaviour is dealt with.

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

Ofsted invited all the registered parents and carers of pupils registered at Bulford St Leonards COfE (VA) 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	82	6	18	0	0	0	0
The school keeps my child safe	20	61	13	39	0	0	0	0
The school informs me about my child's progress	13	39	15	45	2	6	0	0
My child is making enough progress at this school	10	30	19	58	2	6	0	0
The teaching is good at this school	16	48	15	45	1	3	0	0
The school helps me to support my child's learning	11	33	19	58	1	3	0	0
The school helps my child to have a healthy lifestyle	11	33	22	67	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)	10	30	19	58	1	3	0	0
The school meets my child's particular needs	9	27	21	64	1	3	0	0
The school deals effectively with unacceptable behaviour	8	24	18	55	4	12	0	0
The school takes account of my suggestions and concerns	7	21	21	64	3	9	0	0
The school is led and managed effectively	13	39	17	52	1	3	0	0
Overall, I am happy with my child's experience at this school	16	48	13	39	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 September 2010

Dear Pupils

Inspection of Bulford St Leonards CofE (VA) Primary School, Bulford, SP4 9HP

Thank you for making us so welcome when we visited your school recently and telling us what you thought about your school. Your views, along with everything else we saw and heard, helped us to form a clear picture of your school. There have been a lot of positive changes in your school in the past year such as the arrival of your new headteacher. We have decided you go to a school that is satisfactory at the moment but improving quickly. Here are some important things we found out.

- We were particularly impressed with your good behaviour.
- Teaching is generally satisfactory and you make satisfactory progress.
- When lessons are exciting and carefully planned you show enthusiasm and make better progress.
- The support and guidance you receive is satisfactory.
- Even though many of you have to move schools because of your parents' work, your attendance is in line with most other schools.

Those of you we spoke to told us the school is a safe place, and that you learn a lot about staying healthy through regular exercise and eating a healthy diet. We noticed that you work well together in lessons and enjoy singing in assemblies.

To help your school improve further, we have asked your headteacher to make sure consistently good teaching helps you to do better in reading, writing and mathematics. When your teachers mark your work we want them to make sure you understand exactly what you need to do to improve. Lastly, we would like you all to learn about how living in other parts of the United Kingdom can be very different from your own experiences.

I wish you every success in the future.

Yours sincerely

David Edwards

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