

Staverton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	126360
Local Authority	Wiltshire
Inspection number	360065
Inspection dates	25–26 November 2010
Reporting inspector	Raymond Jardine

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Fiona Young
Headteacher	Bruce Douglas
Date of previous school inspection	12 December 2007
School address	School Lane Trowbridge BA14 6NZ
Telephone number	01225 782388
Fax number	01225 782751
Email address	admin@staverton.wilts.sch.uk

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Royal Exchange Buildings
St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by 10 teachers. Meetings were held with groups of pupils, the Chair of the Governing Body and school staff. They observed the school's work, and looked at a range of school documentation, including plans, policies, assessment data, and pupils' books. Inspectors analysed completed inspection questionnaires from 103 parents and carers, as well as questionnaires from pupils and staff.

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

- Pupils' achievement in mathematics to confirm if a dip in Year 6 standards in 2010 has been reversed.
- The learning and progress of more-able pupils at both key stages to determine whether teaching has improved since the last inspection.
- The influence of subject leaders and of governors in monitoring the school's work and driving forward improvements.

Information about the school

Staverton Church of England Primary is an average-sized primary school and serves the village of Staverton and surrounding areas. The very large majority of pupils are of White British heritage and a few come from a range of other heritages. A small number are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is broadly average. An average proportion of pupils have special educational needs and/or disabilities. The school has gained the national Activemark, International School and Healthy School awards and provides a breakfast club. Most children in the Early Years Foundation Stage are taught in a single Reception class and some are mixed with Year 1.

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

Staverton Church of England Primary is a good school. Pupils contribute much to a hard-working school community and they enjoy their education. The school has substantially improved some key areas of its work since the last inspection, particularly teaching quality and the curriculum. Consequently, pupils' achievements are now good, including among the more-able pupils. The staff work well as a team, united around well-understood priorities and values, and they are much involved in the school's management and its drive for improvement. The senior leadership team has been expanded and is working effectively under the strong and determined leadership of the headteacher. There are rigorous systems by which the school monitors and reviews its performance. A strong feature is its analysis of test results and the tracking of pupils' progress which help ensure that areas of underperformance are tackled swiftly. The governing body forms an integral part of the school's management and self-review, including effectively safeguarding pupils. The school has an accurate view of its strengths and priorities. The impact of its work so far to improve the quality of education and raise standards demonstrates its good potential to improve further.

Year 6 pupils' achievements fell in 2010, mainly in mathematics, reversing a trend of generally rising standards in previous years. The school has acted swiftly and successfully to ensure that this is not repeated. Pupils' attainment in Year 6 is currently again above average, as it was in 2009. Pupils achieve well across the school, including in mathematics, and science continues to be a strength. A key reason is that teaching is now more consistently good. Teachers maintain a good balance between whole-class instruction, discussion and pupils working independently. Pupils enjoy lessons because they are set in stimulating contexts and the challenge of the varied tasks provided ensures that pupils of different abilities learn well. The school is clear that pupils' writing standards generally lag behind other areas of learning and consequently much is done to focus on letters and sounds in their first few years. The school knows that a key area to develop is pupils' use of vocabulary and sentence composition skills so that they learn to write interesting and extensive prose for a range of audiences and purposes across the curriculum. Teachers assess specific pieces of writing regularly and they give pupils helpful feedback and 'next step targets' to guide them. Even so, some pupils are not yet skilled at making the most of their targets to review and improve their work.

Much has been done to make the curriculum more creative and lively by extensive use of the wider community and through partnerships. There is a very high take-up of the many and varied additional activities and clubs, reflecting pupils' generally good involvement in their school and local community. Rates of attendance are high. Pupils behave well, feel very safe and acquire a strong sense of right and wrong. They gain much from the school's religious character and help others, including internationally, through charitable fund raising. While pupils' overall spiritual, moral, social and cultural development is good,

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their appreciation of the diversity of cultural traditions in the United Kingdom is less well developed. The school is seeking to establish national links in areas that differ from those locally to extend pupils' experiences and understanding.

What does the school need to do to improve further?

- Raise achievement in writing by:
 - extending pupils' vocabulary and sentence composition skills
 - developing more opportunities for them to write for different purposes across the curriculum
 - encouraging pupils to make consistent use of their next step targets to review and improve their work.
- Extend the school's contribution to community cohesion by helping pupils to appreciate the diversity of cultures and traditions in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Attainment on entry to Reception is broadly in line with expectations overall, but lower in linking letters and sounds and writing. There has been a general trend of rising attainment to above average currently in Year 6. Reading standards and science have been strengths. In the lessons seen, pupils enjoy learning and work productively together on shared tasks. They sustain concentration when working independently and most persist when faced with challenging tasks. Year 6 pupils provide a good example. They discussed in pairs and persisted until they solved their challenging mathematical problems to decide on the shape of the nets that make up a variety of three-dimensional shapes.

The achievement of more-able pupils, a weakness at the last inspection, is now good. Pupils who have special educational needs and/or disabilities also make good progress, both within lessons and through a range of targeted individual tuition that is provided. They grow in confidence in their ability to work by themselves and some parents and carers commented on the positive impact of this support. The school's focus on linking letters and sounds among younger pupils in Reception to Year 2 is helping to develop both their reading and writing skills. The school is rightly emphasising the development of pupils' vocabulary and construction of more complex sentences to help pupils to write more extensively and imaginatively in later years. Pupils say that they find their curriculum targets in both English and mathematics helpful but their use by pupils to improve their own work is inconsistent across the school. ♦

Pupils have an excellent understanding of how to stay safe. For example, those in Year 5 provided some perceptive advice to other pupils in the posters they created about safe use of the internet while in the computer suite. Pupils acquire a range of skills and qualities for their future lives, including research skills and the effective use of information and communication technology. Behaviour is generally good and pupils show consideration and respect for their peers and adults. Bullying is rare and pupils are very confident that it is dealt with promptly. They are polite and welcoming to visitors. The school council is influential in shaping school life and pupils are enterprising in raising considerable sums of money for many charitable organisations each year. Many pupils enjoy the healthy meals provided and they demonstrate a good understanding of how to live healthily. Lunchtimes

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and other breaks are very social occasions and the great majority of pupils participate in the many clubs and sports provided. Pupils are also much involved in the local and wider community, for example participating with great success in Trowbridge in Bloom, a youth parliament and working with the elderly.

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	2
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
The extent to which pupils feel safe	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The large majority of lessons seen were good, a few were outstanding and none was inadequate. Typically, teachers share lesson objectives with pupils so that they are clear about what they are expected to learn. Teachers plan carefully and draw on their assessments to ensure that tasks and activities challenge the range of abilities, including the more-able pupils. Good teamwork was often seen between teachers and teaching assistants when groups of pupils worked at their own tasks. In most lessons, teachers maintain a brisk pace and check pupils regularly as they work so that any barriers to learning can be tackled swiftly and time is used well. Class discussions are stimulating and teachers' good questioning encourages pupils to explain their thinking and to speculate. Pupils often turn and talk with their partners during such discussions to help them give more considered responses and they sometimes show their ideas on their small whiteboards to ensure all are engaged in learning. ♦ In the weaker lessons, the pace was slower and occasionally class discussions extended for too long so that some pupils became restless. Teachers gather a wealth of information from their assessments, for

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example through rigorous marking of chosen pieces of writing, and provide guidance and targets for pupils. There are regular assessments in a range of subjects, some of which are retained by senior leaders to inform regular reviews throughout the year. All teachers have access to this data. It is used well to inform lesson planning, the focus of support for targeted pupils, and to help monitor subjects by curriculum leaders.

Much has been done since the last inspection to develop the curriculum and tailor it to the school's needs. The school employs topic work where it is productive and the wider community to add relevance and interest to pupils' learning. Very good use has been made of a range of partnerships and external agencies to enrich pupils' experiences and to meet individual learning needs, through, for example, collaboration with local schools, sports coaching and teaching modern foreign languages. A very high take-up of the wide range of clubs and sporting activities reflects pupils' enjoyment of school life. A recent curriculum innovation is the introduction of 'The University of Staverton' which aims to broaden pupils' experiences further in areas such as enterprise skills, the local and global community, and the arts.

Pastoral support for pupils is good. Clear policies for sanctions and rewards effectively promote good behaviour. There are flexible and effective transition arrangements for pupils entering or leaving school. The breakfast club is popular and provides a good start to the day for many pupils. The school reaches out to the community and families through its family link worker and makes good use of external agencies to help assess and plan for pupils who are vulnerable due to their circumstances. The impact can be seen in low absence rates and effective support given to those with disabilities or specific learning needs.

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?

The headteacher is held in high regard and enjoys the confidence of parents and carers, staff and the governing body. Management roles have been distributed more fully so that curriculum leaders are now more influential in monitoring and driving improvements in their subjects. The addition of a new deputy headteacher has also strengthened the school's drive for improvement. The impact is seen in substantially improved teaching and curriculum provision. The school's development plan is detailed and has the right priorities. There are clear strategies, leadership responsibilities and a critical role for governors in monitoring and challenging the school's performance. Promoting equality of opportunity is integral to the school's management and ethos. The school analyses its performance carefully, including the progress of significant groups to guide its work, sets targets and it

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is also active in the community in tackling potential discrimination. Gaps in the progress of groups have been closing; for example, boys do at least as well as girls.

Governors now form a systematic part of management which has contributed to the school's improvement. They are influential in determining its strategic direction and are rigorous in meeting their responsibilities. A fully coordinated package of safeguarding policies and procedures is applied rigorously to help ensure that pupils and staff are safe and the governors audit their effectiveness with senior leaders. The school is consultative with parents and carers and keeps them well informed of their children's progress and school life, through newsletters and other media. There are some well-developed features to the school's contribution to community cohesion. Senior leaders and governors are well informed of their local context and the school's contributions to its own and the local community are strong. Through some established international links, pupils also acquire a global dimension to their learning. However, the school realises it needs to do more to develop pupils' understanding of the diverse cultural traditions not represented locally that feature in the United Kingdom.

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 make good progress and achieve well in all the areas of learning. Children respond well to daily routines, they behave well and relationships are very good. They are keen to take on responsibilities and make choices when given the opportunity. A good balance is achieved between adult-led activities and those children choose for themselves, for example from the 'jobs planner', with a free flow of activities inside and in the well-resourced outdoor area. Lessons seen were all at least good. Teachers and other adults are skilled practitioners for this age group. In one sequence, children enthusiastically sounded out words that began with 'V' and matched letters and sounds through games,

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talking in pairs and choosing words for themselves before moving on to sentence construction.

Regular informal assessments that are carried out by all adults as children work and play help to guide the next stages in their learning. The curriculum is rich and well planned, with a focus on developing children's letters and sounds, writing and their personal, social and emotional development. Resources are varied and deployed well. Parents and carers are strongly encouraged to contribute to their children's learning and arrangements for children's welfare and safety are thorough. There are well- developed links with other early years settings to help smooth children's transition into the school. The Reception leader and assistants work very well as a team to monitor children's progress and develop the quality of provision to meet their needs.

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

Inspectors received a very good proportion of replies to the questionnaires sent to parents and carers. The very large majority are happy with their children's experiences at the school. One summed up the views of many: 'I am very pleased with all that Staverton School has to offer my children and they are very happy going to this school.' Almost all of those who responded felt that they are informed of their children's progress, their children learn how to live healthily and that they are kept safe. A few would like their children to make better progress, although almost all thought that the teaching is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staverton Church of England Voluntary Controlled 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	67	29	28	5	5	0	0
The school keeps my child safe	68	66	35	34	0	0	0	0
My school informs me about my child's progress	59	57	42	41	1	1	0	0
My child is making enough progress at this school	51	50	40	39	10	10	0	0
The teaching is good at this school	60	58	40	39	2	2	0	0
The school helps me to support my child's learning	56	54	38	37	7	7	0	0
The school helps my child to have a healthy lifestyle	60	58	41	40	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	44	43	42	8	8	0	0
The school meets my child's particular needs	50	49	44	43	8	8	1	1
The school deals effectively with unacceptable behaviour	40	39	50	49	5	5	1	1
The school takes account of my suggestions and concerns	37	36	54	52	9	9	1	1
The school is led and managed effectively	53	51	36	35	7	7	2	2
Overall, I am happy with my child's experience at this school	61	59	34	33	7	7	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 all 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	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). 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"> ■ 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 pupils' 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.



29 November 2010

Dear Pupils

Inspection of Staverton Church of England Voluntary Controlled Primary School, Staverton BA14 6NZ

Thank you for the warm welcome that we received when we visited your school recently. Please pass on our thanks to the many parents and carers who replied to our questionnaire. We spoke with many of you and I am now writing to let you know about our findings. Yours is a good school where pupils achieve well and enjoy school life. We were impressed that so many of you are involved in the various clubs and sports provided. You develop a very good knowledge of how to be safe and live healthy lives. You behave well in lessons and around the school, and raise considerable sums of money for charities throughout the year ♦ well done!

The staff have worked hard to improve the teaching and make the curriculum more creative and exciting since the school's last inspection. Most teaching is now good or better and you are keen to work independently on the challenging tasks you are given. You told us that you learn a lot in lessons and we agree! The staff look after you well and we noted the good start that children receive in Reception Year. Although most of you are progressing well, writing skills are not quite as well developed among some of you as other areas of your learning. That is why we agree with your teachers who are focusing on helping you with your vocabulary and with more complex sentence construction. We have asked that you extend your writing across subjects to help you practise and develop your skills. We also want all of you to help your teachers by regularly using your writing targets to check and improve your own work.

Adults and pupils from different backgrounds get on very well together at Staverton Primary and you contribute much to your local community in many ways. Well done on the way you help make your school so attractive and welcoming. We have asked the headteacher and staff to help you gain a better appreciation of the many different cultural traditions and ways of life in the United Kingdom that are not so evident in the immediate community.

Yours sincerely

Ray Jardine

Lead inspector

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