

Preshute Church of England Primary School

Inspection report

Unique Reference Number	126349
Local Authority	Wiltshire
Inspection number	360059
Inspection dates	30–31 March 2011
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Karen Davis
Headteacher	Celia Hicks
Date of previous school inspection	20 September 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed seven teachers and visited 10 lessons. They held meetings with members of the governing body, staff and pupils. Inspectors observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They also analysed questionnaires returned by 129 parents and carers, 12 staff and 100 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Achievement of more able pupils at both key stages to determine whether teaching is sufficiently challenging.
- The extent to which pupils are involved in and take responsibility for their learning.
- Confirmation of the apparently dynamic curriculum (conveyed on the school's website) and evaluation the quality of the outdoor learning environment.

Information about the school

This is a slightly smaller than average primary school. There are seven classes in the school, and children in the Early Years Foundation Stage are taught in the Reception class. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is below average. Most pupils are from White British backgrounds. A very small number of pupils are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. There is a daily breakfast and after-school club managed by the school's governing body.

A new headteacher was appointed 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Under the excellent leadership of the headteacher, who is supported by a good governing body and an outstanding senior leadership team, improvements have been driven forward which have made a significant and very positive difference since the last inspection. This has resulted in consistently good or better progress for all pupils, especially the more able, and rising levels of attainment, notably in the current Year 6. The key features that have led to this improvement are robust methods to monitor pupils' progress which are used effectively by the senior leadership team to directly influence and improve teaching and learning in order to raise standards. The headteacher has also taken decisive and swift action to improve the overall quality of teaching from satisfactory to good. There are some areas where the quality of teaching is outstanding, but the school does acknowledge that some inconsistencies still remain. The improvement in teaching is underpinning pupils' good and sometimes outstanding achievements. Self-evaluation is extremely accurate and the well-informed and highly committed staff are determined to provide the very best education for all the pupils. Consequently the school demonstrates a good ability to improve even further.

The curriculum is wide and varied, making a good contribution to pupils' enjoyment. ♦

Pupils themselves contribute to planning what they will learn and have a good understanding of how to improve their work. Teachers make learning very exciting through interesting topics and excellent use of trips and visitors. Comments by parents and carers such as 'My child loves coming to school' are typical and it is no surprise that attendance is high. The school is an exceptionally caring community, where pupils' welfare is given the highest priority. Good attention is paid to supporting pupils with special educational needs and or/disabilities which ensures that potentially vulnerable pupils are fully included in all aspects of school life and achieve well. Children in the Early Years Foundation Stage have an outstanding start to school life. The school site is extremely cramped both inside and outside. Although staff are extremely creative at making the best use of every available space, the outdoor areas, for both the Reception children and the older pupils, are under-developed. At present, they do not provide appropriate facilities for the full range of outdoor learning activities. ♦♦♦

Pupils' excellent behaviour and relationships with staff create lively, purposeful classrooms. Pupils also make an outstanding contribution to the school community through the school and eco councils, by helping at lunchtimes, being house captains and organising charity events. The school has pupils and families from a range of backgrounds and this supports pupils' learning about different faiths and cultures in a very effective way. For example, pupils enjoy listening to Chinese and Asian parents and pupils talking about Chinese New Year and Divali.

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What does the school need to do to improve further?

- Enhance the curriculum by developing and making more use of the outdoor learning environment.
- Improve the outdoor provision in the Early Years Foundation Stage by:
 - providing additional space for children to explore and investigate.

Outcomes for individuals and groups of pupils

2

The school has a track record over the last three years of above average or high attainment at the end of Year 6. However, the previous inspection report stated that more able pupils were not been sufficiently challenged to attain high standards. This is certainly not the case now. Lesson observations and pupils' current work in English and mathematics show that well over half of the present Year 6 are working within   the higher Level 5 range. Pupils throughout the school are making good and sometimes outstanding progress both in their academic work and in their personal development.

All groups of pupils, including those who have special educational needs, say they love school because 'teachers make our lessons fun, practical and interesting and we learn a lot'. Inspection findings endorse pupils' views because all groups of pupils make at least good progress. Pupils who speak English as an additional language are supported effectively by talented teaching assistants. Adults rephrase and reinforce specific vocabulary so that pupils can take a full part in lessons. 

Children's attainment on entry to the school varies. In some year groups it is above the expected levels, whereas in others children's skills are typically as expected for their age. By the time pupils leave Year 6, their attainment is above this and, in the case of the current Year 6, exceptionally high. In lessons, pupils show positive attitudes to learning and impressive levels of sustained concentration. A strength in many lessons is the way pupils support each other, for example as 'response' partners. All pupils work exceptionally well together and are clearly very involved and engaged in their learning. Pupils say they 'definitely feel safe in school because the gates are locked all day and we're not allowed outside until an adult is on duty'. Years 5 pupils have produced impressive pamphlets about internet dangers. All pupils have a good understanding of why some foods are healthier than others. During the inspection, Year 2 pupils clearly enjoyed making healthy fruit kebabs from their own selected ingredients and more able pupils rose to the teacher's challenge of making a symmetrical pattern with their fruit. Pupils say they like the wide range of sports events on offer, including swimming, cricket, netball, archery, athletics and football. Year 5 and Year 6 pupils have recently won hockey and tag rugby tournaments and are now eagerly looking forward to the county championships. Pupils are very proud of, and highly committed to, their school community. Many older pupils have a leadership role in the school and all pupils have a strong voice in decisions relating to their learning and well-being through the school and eco councils. Through their actions and decision-making, they have successfully started to improve the school's outdoor facilities by designing and establishing a secret garden and by creating a 'chill out zone'.  Eco councillors formulate their own action plan for sustainability, which encompasses waste, litter, biodiversity, energy and transport. Pupils contribute their ideas at all levels in the wider community. For example, they have informed the local authority how they could

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enhance children's lives in Wiltshire through the 'Wish for Wiltshire' scheme and have succeeded in improving the town park through their suggestions and ideas. Pupils' relationships with staff and each other are excellent and pupils show great empathy for others by raising considerable amounts for various local, national and global charities. They think deeply about a wide range of issues. For example, they jointly organised a Unicef Day of Action with their link schools. Attendance is high because pupils enjoy coming to school and parents comply with school policy.

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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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?

Teachers' good subject knowledge and high expectations ensure that lessons are exciting, stimulating and challenging. Hence pupils become engrossed and highly active learners. There are now some significant areas of strength, but these are not yet consistently embedded across the school. Where teaching is good or better, planning is detailed and shows exactly how pupils' different learning needs are to be met. Lessons move at a swift pace and pupils' interest and engagement are captured by interesting resources and stimuli. The use of assessment information is also improving. In the large majority of lessons, teachers make good use of assessment information to plan learning activities which are a good match to pupils' various abilities. Individuals, as well as groups of pupils who require further support or increased challenge in their learning, are swiftly identified and effective measures are put into place to meet their needs. In the large majority of

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classes, pupils know what their targets are and they know exactly how to improve their work. Examples of high quality marking were seen by inspectors, especially in Year 5 and Year 6, although this is not consistently seen in all years. Classrooms are rich learning environments, with informative 'learning walls' containing useful vocabulary and learning targets. In an outstanding literacy lesson, pupils demonstrated high degrees of personal responsibility for their own learning as they maturely moved from their classrooms to find a space to record excellent persuasive advertisements on their laptops. ♦♦♦♦

The headteacher and staff have worked very hard to successfully devise an innovative curriculum. This is manifest in the striking way many pupils explore curriculum areas and make meaningful links between subjects. These outstanding cross-curricular links are evident in most, but not yet all, classrooms. For instance, Year 5 pupils are engrossed in their topic, 'Finding Nemo', based around a watery theme. They have successfully hatched sac fry into small trout in their class incubator, which they will release into the River Kennet as part of a local community project to restore the water meadows and the river. An outstanding number of trips, clubs and visitors bring pupils' learning to life. ♦ However, the outdoor area is in need of development. At present, outdoor learning does not feature prominently in the curriculum. ♦ An effective partnership with a local secondary school means that pupils have specialist French and science teaching and support for more able mathematicians. ♦

Pupils receive exemplary care because each child is known and valued. Induction arrangements are excellent and enable Reception children to settle happily and quickly. Older pupils have many chances to visit their local secondary school and participate in interesting projects. Highly effective support for all pupils enables them to make the very best of all the opportunities provided by the school. The before- and after-school clubs are run by friendly, smiling staff who ensure pupils receive high quality extended care. Staff provide excellent support to pupils with additional needs. One parent commented, 'Special educational needs support and communication with the class teacher is excellent. My child's individual education plan is regularly reviewed and the teacher is proactive in contacting us if she needs to.'

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	1

How effective are leadership and management?

The headteacher and senior leaders form an exceptionally impressive team where their distinct areas of expertise combine seamlessly to make this school successful. There is a tremendous team spirit and all staff are totally committed, very ambitious and determined

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to provide the very best education for all pupils. There are clear policies and procedures and an excellent development plan underpinning all aspects of the school's work. The strong links with external agencies to provide support for potentially vulnerable pupils show the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their circumstances or difficulties, and breaks down any barriers that might hinder their learning. Inspectors' classroom observations reveal that adapted planning and exciting and memorable curriculum events to encourage all pupils are paying huge dividends. The school has excellent policies, strategies and procedures to ensure the welfare of all pupils. Safeguarding policies are constantly reviewed and updated to ensure pupils' safety. Staff and governors have a good awareness of safeguarding measures. Community cohesion is promoted well, with an effective audit undertaken. There are good links with a school in France with whom Year 5 pupils correspond. The school is affiliated to the local Brandt Group which has twinned with a town in the Gambia and pupils and staff have welcomed Gambian visitors to the school. The link with the Faith school in China is strong and the school has been awarded the intermediate International Schools Award. Pupils' awareness of cultural differences within the United Kingdom is less well developed, although an emerging link with a school in Trowbridge is beginning to help pupils learn what life is like for pupils in a different location. The very large majority of parents express positive opinions about the school. Parents' views are an integral part of school life, as parents are always consulted about future plans and receive weekly newsletters. The school website is an excellent resource where parents can find a myriad of information and termly curriculum overviews. Parents value and appreciate their school. One parent writes, 'All my three children have been well cared for, well taught and developed a love of learning. This is a very special place. It's been great!'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

The Reception classroom is stunning. There are high quality displays and activities, such as a carefully constructed farm shop role-play area, just waiting to be enjoyed. No wonder children make rapid progress in all areas of their learning and development. Children are very involved in their learning and during the inspection were enthralled with their 'Little Red Hen' topic. They had visited a local farm and had newly hatched chicks in their classroom. Staff take every chance to take children outdoors, but it is currently not easy for children to move freely between the outdoor and indoor environments. In addition, the outdoor learning area requires refurbishment to match the exceptional quality of the indoor environment. ♦ Excellent leadership and management, outstanding teaching and loving care ensure that all children exceed the expected levels for their age on entry to Year 1. Children do really well in learning to read and write because of skilful teaching. They have all written stories about the Little Red Hen and many remember to use capital letters and full stops. Staff make learning fun and very enjoyable and really challenge children to think and work together. They are highly enthusiastic play partners and make excellent use of resources such as puppets, which greatly enhances children's enjoyment, learning and structured play. Children's work is treasured and the teacher has made outstanding large books about the children's learning. Assessments are very thorough and clearly chart children's excellent progress in all the areas of learning. A 'WOW' board celebrates children's home achievements, thereby strengthening the home/school bond. ♦♦

Adults work as an exceptionally effective team and have excellent knowledge and understanding of the personal and learning needs of young children. This ensures that children make excellent progress in their personal, social and emotional development and are well equipped for their move to Year 1. The curriculum provides constant pleasure, excitement and adventure. A good partnership is quickly formed with parents who feel their children have an excellent start. ♦ Many commented on the excellent arrangements when their children started school. One parent said, 'The Reception staff are very dedicated and enthusiastic. The teacher has a wonderful rapport with parents and children and she plans exciting and relevant opportunities for their learning.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

80% of the families at the school responded to the questionnaire, which is a well above average proportion. Parents and carers expressed very high levels of satisfaction with many aspects of the school. Virtually all the parents and carers are happy with their children's experience at this school. Almost all feel that their children enjoy school and are kept safe, that teaching is good, that they are helped to support their children's learning and that their children are well prepared for the future. A high percentage also believe that the school is led and managed well and that their children are helped to have a healthy lifestyle. Inspectors endorse parents' and carers' positive views. A very small number of parents and carers raised other concerns, although there was no common theme within them. These were summarised and raised with the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 129 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	90	70	37	29	1	1	0	0
The school keeps my child safe	91	71	35	27	1	1	0	0
My school informs me about my child's progress	49	38	70	54	6	5	1	1
My child is making enough progress at this school	48	37	70	54	8	6	1	1
The teaching is good at this school	54	42	71	55	2	2	1	1
The school helps me to support my child's learning	56	43	70	54	2	2	1	1
The school helps my child to have a healthy lifestyle	66	51	59	46	3	2	1	1
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)	58	45	57	44	1	1	0	0
The school meets my child's particular needs	48	37	67	52	9	7	1	1
The school deals effectively with unacceptable behaviour	50	39	67	52	6	5	0	0
The school takes account of my suggestions and concerns	46	36	71	55	4	3	0	0
The school is led and managed effectively	60	47	63	49	3	2	0	0
Overall, I am happy with my child's experience at this school	80	62	48	37	0	0	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Pupils

Inspection of Preshute Church of England Primary School, Manton SN8 4HH

We really enjoyed visiting your school and I am writing to thank you for two very interesting and happy days. We support your view that you go to a good school.

These are the things we found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher leads and manages the school exceptionally well.
- You all enjoy learning very much and are given exciting things to do.
- The adults keep you very safe in school and you learn to eat healthily and enjoy playing lots of sport.

We have asked the headteacher, staff and governors to do two main things to help the school improve further.

- Make more use of the outdoor area.
- Improve the outdoor area for the Reception children so they have more space to explore and investigate.

You can help by always working hard and continuing to behave so exceptionally well.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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