

Great Wishford C of E (VA) Primary School

West Street, Great Wishford, Salisbury, SP20PQ

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school in reading and writing. Recent changes in how mathematics is taught have resulted in a rapid improvement in pupils' understanding of number.
- Teaching is good throughout the school because it effectively helps all the pupils to learn, including those that are vulnerable and those who are high achievers.
- The school is a positive learning environment and this is reflected in pupils' good behaviour and attitudes towards each other, their learning and their community.
- The school offers a wide range of enriched learning opportunities, especially in the use of the local environment, art and music. This means that pupils thoroughly enjoy their learning and have good opportunities for their spiritual, moral, social and cultural development.
- Leadership and management are good because the school operates as a very effective team, ably led by the headteacher and senior staff. Governors are particularly effective in supporting the school's drive to improve. As a result, the quality of teaching, and pupils' achievement have rapidly improved since the last inspection.

It is not yet an outstanding school because

- There are not enough opportunities for pupils to apply their number skills in mathematics to solve everyday problems and routinely use these skills in other subjects. Parents are not always clear about how they can support their child's learning in mathematics.
- In younger classes, the impact of recent improvements in the teaching of phonics (letters and the sounds that they make) has not yet secured enough improvement in pupils' early reading and writing skills.

Information about this inspection

- The inspector evaluated the quality of teaching in all four classes. He observed eight lessons, taught by five teachers, and an assembly. Some lessons were observed jointly with the headteacher.
- Discussions were held with pupils, governors, including the Chair of the Governing Body, a representative of the local authority, the headteacher and staff.
- The inspector observed many aspects of the school's work. He heard pupils read and scrutinised their work in exercise books and on classroom wall displays.
- The inspector looked at a number of documents, including the minutes of governors' meetings, plans for what pupils learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, records of how pupils' progress and attainment are checked and tracked and how the school checks on the quality of teaching.
- The views of parents and carers were taken into account through the scrutiny of the 21 responses to the online Parent View survey and a discussion with a representative group of parents.
- Staff views were taken into consideration by looking at questionnaires completed by 12 staff members.

Inspection team

Chris Nye, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The school receives pupil premium funding for around 14% of the pupils. This proportion is lower than the national average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent or carer in the armed forces.
- The proportion of disabled pupils and those with special educational needs that are supported by school action is slightly below average, but the percentage supported at school action plus or with a statement of special educational needs is slightly above average.
- Almost all pupils are of White British heritage and very few speak English as an additional language.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Strengthen improvements in pupils' achievement in mathematics by:
 - ensuring that pupils have more opportunities to use and apply their number skills to solve everyday problems in other subjects as well as mathematics
 - ensuring that parents are made aware of the school's calculation policy so that they can more effectively support their child's learning at home.
- Secure recent improvements in the teaching of phonics so that the proportion of pupils meeting the required standard in the phonics screening check is at least in line with the national average.

Inspection judgements

The achievement of pupils

is good

- In all classes, pupils are making good progress in reading, writing and mathematics, and inspection evidence confirms judgements based on the school's own detailed tracking data that pupils achieve well. Achievement is not yet outstanding because although standards in reading and writing are above average, improvements in mathematics and phonics are comparatively recent and are not fully embedded.
- Children join the Early Years Foundation Stage with skills that are generally around the expected levels, although this varies from year to year. They make good progress and the proportion entering Key Stage 1 with a good level of development has been slightly above average in the past. This year, it is on track to be well above average, especially in mathematics, speaking, listening and paying attention.
- This good progress continues into Key Stage 1. The proportion of pupils attaining the expected levels in reading, writing and mathematics at the end of Year 2 has rapidly improved over recent years and is now well above that found in other schools nationally.
- Although reading and writing are strengths across the school, younger pupils' achievement in the Year 1 national phonics check has been below average in the past. The school has taken urgent action to address this by changing the way phonics teaching is organised and by providing extra training for teachers and teaching assistants, but it is too soon to judge the impact of this.
- Teachers actively share their passion for literature and poetry and pupils talk with enthusiasm about the books that they have read and their favourite authors. For example, in one lesson pupils were highly motivated by sharing with other pupils a homework task about their favourite books.
- Because numbers in each year group are small, achievement at the end of Year 6 has varied over time from well above to below average. In the most recent Year 6 national tests, attainment was well above average in reading and around average in writing. All the Year 6 pupils made the expected progress in writing, and the very large majority in reading. In mathematics, achievement was disappointing and the school has taken urgent and effective action to ensure that this was a 'one-off'. As a result, almost all the current Year 6 pupils are on track to achieve well above the expected levels of progress and attainment in reading, writing and mathematics.
- Inspection evidence shows that the high achievement in reading and writing across Key Stage 2 has been maintained and improved since September. In mathematics, a strong focus on improving pupils' knowledge and skills in number means that their achievement has rapidly improved, although opportunities to use these skills in other subjects and to solve everyday problems are not consistent enough across the school.
- Disabled pupils, those who have special educational needs, the very few who speak English as an additional language and those eligible for the pupil premium funding make at least good progress from their individual starting points. This is because good quality teaching and support ensure that they catch up with other pupils. Similarly, the most able pupils make good progress because teachers have high expectations and consistently challenge them to improve.
- By the end of Year 6, those eligible for the pupil premium attain at a similar level to their classmates in writing and mathematics. In reading, they reach higher standards than their peers.
- All the parents who spoke to the inspector, and all those who responded to Parent View survey, said that they feel that their children make good progress. The pupils who met inspectors also expressed very positive views about their learning and progress.

The quality of teaching

is good

- Teaching is good throughout the school and some, particularly in the Early Years Foundation Stage, is outstanding.

- Teachers have high expectations and plan imaginative learning activities. Lesson aims link clearly to their learning in previous lessons. A strong emphasis is placed on helping them to develop a love of learning and an understanding about what they need to do to improve their work.
- Teachers effectively check pupils' progress during lessons to measure their understanding of the skills and knowledge that they are being taught. They adjust their teaching so as to tackle any misconceptions, and pupils make good progress in lessons as a result. In their books, pupils' work is accurately marked with clear guidance on how to improve. A strength is the way in which pupils are encouraged to respond to teachers' written comments as this helps to reinforce their learning.
- Teaching is not yet consistently outstanding because the impact of recent improvements in phonics and mathematics teaching is not fully embedded. Pupils do not always have sufficient opportunity to use the skills they have learned for example in solving problems.
- Teachers have good subject knowledge and make effective use of resources to motivate pupils. Pupils' spiritual, moral, social and cultural development is very well supported in lessons and in assemblies so that all make good progress and learn well.
- Teaching assistants are very well trained and are skilful in supporting teaching and learning. They work closely with teachers to provide exceptionally good support for pupils, especially those who may be vulnerable. Consequently, very few pupils leave the school without attaining the expected levels in reading, writing and mathematics and are well prepared for the next stage in their education.
- Homework is accurately marked and supports the learning in class. However, the school's calculation policy is not yet available to parents so they are not always clear about how to support their child's mathematics learning and homework.
- Relationships between adults and pupils are excellent and classroom wall displays stimulate learning. Pupils say that they enjoy their lessons. For example, one high attaining pupil commented to the inspector that 'my teacher makes my learning challenging but fun.'

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They have positive attitudes towards their learning and each other. Effective behaviour policies are applied fairly and consistently throughout the school.
 - Pupils are polite to each other and adults, and a strength is the way in which older pupils care for younger ones, especially in the playground. As a result, the school operates as a caring community which accurately reflects its inclusive vision and strong Christian ethos.
 - Pupils make good contributions to the school and wider community. The school council takes its role seriously and pupils frequently take part in local community events such as concerts and plays.
 - The school's work to keep pupils safe and secure is good.
 - Pupils told inspectors that they feel safe, well cared for and enjoy coming to school. This is reflected in their attendance, which is consistently above the national average. They have a clear understanding of how to keep themselves safe, for example near water and on the roads.
 - Pupils have been fully involved in developing an anti-bullying policy. Consequently, they know about different forms of bullying, including racism and cyber bullying, and know what to do if they encounter it. As a result, rare instances of bullying are swiftly resolved.
 - Parents who met with the inspector and the very large majority of those who completed Parent View survey felt that pupils were well looked after and were positive about how pupils' behaviour is managed.
 - Behaviour is not outstanding because although minor disruptions in classes are unusual, pupils' attitudes to learning are not yet exemplary across all year groups.
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The leadership and management are good

- The key strength of the school's leadership and management is the way in which all members of staff and governors operate as an effective team with a common ambition to drive improvement and raise standards. The headteacher, ably assisted by the senior leadership team and supported by an exceptionally strong governing body, has worked successfully to address past weaknesses. Teaching and pupils' learning have improved significantly since the last inspection and the school therefore has a good capacity to improve further in the future.
- The checking of teaching and pupils' progress is rigorous and accurate. It links closely to the management of teachers' performance and ensures that further training for teachers and teaching assistants has a strong focus on improving the quality of provision.
- The school evaluates its own performance well. Clear and detailed strategic plans are effective because they are well informed by accurate data and identify suitable actions to tackle weaknesses.
- The skills of middle and senior leaders have improved significantly since the last inspection. They accurately check their areas of responsibility and have a good understanding of where strengths and weaknesses lie. Their good leadership is having a positive impact on raising standards, for example in the pupils' improving understanding of calculation and number.
- The school has developed subject plans which enliven teaching and ensure that pupils are motivated to learn. The use of local resources such as Stonehenge and Salisbury Cathedral, and a range of activities surrounding the annual local 'Oak Apple Day', helps to enrich pupils' learning. Music and art are strengths and pupils confidently use computers to help their learning. This means that they develop the skills that they need to make good progress in creativity, literacy, numeracy and information and communication technology. A range of enrichment activities, such as in art, music and drama, effectively promotes pupils' spiritual, moral, social and cultural development.
- Provision for sport and physical education is good. Secure plans are in place to ensure that the use of the primary school sports funding will further enhance the physical health and well-being of all the pupils.
- The local authority provides effective and proportionate support to the school. Regular monitoring and specific training, for example in ensuring that teachers accurately judge pupils' progress and attainment, have made a positive contribution to the school's drive to improve.
- The school works well with parents and the local community, who hold the school in high regard.
- All safeguarding procedures are securely in place, meet statutory requirements and are rigorously applied. Leaders effectively promote equality of opportunity for all members of the school community and are active in tackling discrimination.
- **The governance of the school:**
 - The governing body is knowledgeable, well led and organised. Governors are well informed about the school's development so they have a very good understanding of the school's strengths and weaknesses. They effectively hold the school's leadership to account. For example, following the last inspection, the governors undertook a staff well-being survey and identified the need to tighten communications and ensure better delegation across the school. Suitable changes were made and the impact of leadership on teaching and learning has improved considerably as a result. Governors have a clear understanding of the school's future plans and how they will support these. They make sure that resources are used efficiently to support the school's drive to improve outcomes for pupils. For example, they have approved the use of the pupil premium to make sure that individual pupils who need more help are supported in lessons and through the provision of 'The Nest', which is a specially resourced room for one-to-one support. They have closely checked the impact of this on pupils' achievement. Governors have set suitable performance targets for the headteacher which link clearly to the school's improvement plans.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126436
Local authority	Wiltshire
Inspection number	431107

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	114
Appropriate authority	The governing body
Chair	Richard Norris
Headteacher	Alison Jenkins
Date of previous school inspection	9–10 May 2012
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