

Staverton Church of England Primary School

School Lane, Staverton, Trowbridge, BA14 6NZ

Inspection dates 22–23 January 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' results in all subjects at the end of Key Stage 1 and in writing at the end of Key Stage 2 are too low.
- Leaders do not keep precise records of the achievement of different groups of pupils in the school, though the acting headteacher has begun to address this.
- Teaching is not consistently good. Teachers do not always have high enough expectations of pupils' learning or behaviour. Pupils do not always know what they need to do to improve their work.
- Many lessons do not engage boys sufficiently or ensure that they make enough progress. Pupils' attitudes to learning suffer as a result.

The school has the following strengths

- The acting headteacher and governors have begun to raise expectations in the school. The acting headteacher has a clear understanding of what the school needs to do to improve. He has begun to strengthen the school's monitoring of pupils' achievement and the quality of teaching.
- Pupils are kind and courteous towards each other. The school keeps them safe and looks after them well.
- The additional tuition given to pupils who need support in English and mathematics ensures that these pupils make good progress while receiving such support.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 14 lessons and pupils' behaviour in the playground and at lunchtime. Five lessons were observed jointly with the acting headteacher.
- Discussions were held with pupils, two members of the governing body, the acting headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 58 responses to the online Parent View survey and discussions with several parents at the start of the school day.
- Staff views were taken into consideration by looking at questionnaires completed by 15 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Wendy Marriott

Additional Inspector

Full report

Information about this school

- The school is a slightly smaller-than-average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is slightly lower than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. There is a higher than average number of pupils with a parent in the armed forces or in local authority care currently on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus is below average, and there are three pupils with statements of special educational needs currently on roll. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage. There are more boys than girls in the school.
- The number of pupils joining or leaving the school other than at the usual times is in line with most other schools.
- The school currently operates alternative provision for one child.
- Children in the Early Years Foundation Stage have two Reception classes provided for them.
- The deputy headteacher took up the responsibility of acting headteacher in September 2013.

What does the school need to do to improve further?

- Ensure all teaching is at least good or better by -
 - raising teachers' expectations of pupils' learning and behaviour
 - providing lessons that interest boys and develop their learning and progress
 - making certain that all pupils know what they need to do to improve their work.
- Ensure that pupils' results in all subjects at the end of Key Stage 1 and in writing at the end of Key Stages 1 and 2 are at least in line with national expectations.
- Track the progress of all different groups of pupils in the school and use this information to set targets for their achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because too few pupils reach expected standards in all subjects by the end of Key Stage 1 and in writing by the end of Key Stage 2.
- Children enter the Early Years Foundation Stage with skills that are typical for their age. They make good progress and leave the Reception year well prepared for Year 1.
- Pupils' results in reading, writing and mathematics at the end of Key Stage 1 have declined over time and do not reach expected standards.
- Pupils' results at expected levels in reading and mathematics at the end of Key Stage 2 have improved, but results in writing have declined. Pupils reach higher than expected standards in mathematics, but results in reading and writing do not reach expected standards.
- The most able pupils achieve high results in English grammar, punctuation and spelling. Their results in mathematics and writing are in line with national expectations, but their results in reading are lower than nationally expected.
- Boys make slower progress than girls across most of the school. This is because too many lessons do not engage them or ensure their learning. This is another reason why achievement requires improvement.
- The gap in progress between pupils eligible for pupil premium funding and other pupils is being closed successfully by the school. There is a gap in performance of about one and a half terms at the end of Key Stage 2 in English and mathematics. This is a narrower gap than in previous years.
- Disabled pupils and those with special educational needs typically make rapid progress from their starting points. This is because they receive effective extra tuition in English and mathematics.
- The school communicates well with a range of professionals to ensure that any pupils or children who receive alternative provision have the best chance of making good progress.
- A large majority of parents who offered an opinion expressed positive views on their children's progress.

The quality of teaching

requires improvement

- The quality of teaching requires improvement as it does not ensure that pupils achieve high enough results in all subjects by the end of Key Stage 1 or in writing by the end of Key Stage 2. There is not enough good teaching in the school.
- Pupils work hard and learn well when teachers' expectations of learning and behaviour are high but too often teachers' expectations are not high enough. Pupils can lose focus and waste time when teachers are not clear about what they expect, or when teachers allow pupils to go off-task.
- Boys do not always find their lessons interesting and can become disengaged. This is the main reason why boys do not make as much progress as girls, and is another reason why teaching requires improvement.
- Good teaching in the school comes about when teachers have good subject knowledge and structure their lessons to ensure that pupils develop their understanding well. For example, one Year 2 English lesson ensured that pupils learnt useful ideas about story structure and could create well-structured stories of their own.
- Teaching assistants support learning well. They communicate learning points clearly to the pupils that they work with.
- The additional tuition given to pupils who need support in English and mathematics ensures that these pupils make good progress while receiving such support.
- Children learn well in the Early Years Foundation Stage. Teachers use the outdoor classroom

effectively. Children practise mathematical skills frequently and approach early reading with confidence.

- Written feedback tells pupils what they have done well, but does not always make clear how they can improve their work. Pupils are not always clear about their targets or next steps.
- A very large majority of parents who offered an opinion considered that their children were taught well.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. Pupils, particularly boys, can become distracted and restless in their lessons, with the result that they take less care about their work or presentation and easily go off-task. The school does not ensure that pupils have consistently good attitudes to learning.
- Pupils' conduct in the playground, during lunchtime and when travelling around the school is good. They are well mannered, courteous and polite. Pupils say that other pupils help them if they have a problem.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe, including when online and using social media. Pupils are taught how to resolve conflicts and why bullying and extreme behaviour such as racism are not acceptable.
- Pupils who talked to the inspectors felt that there was very little poor behaviour in the school. Pupils said that bullying was not an issue and felt that staff dealt with any incidents swiftly and well. One pupil said, 'I have absolute trust in the teachers.'
- The school's management of pupils' behaviour towards each other is effective. Pupils understand the rewards and sanctions used by the school and feel these help make the school a safe place. However, teachers' expectations of behaviour during lessons are not high enough to ensure good attitudes to learning.
- Attendance, including the attendance of pupils eligible for pupil premium funding, has improved and is now slightly higher than expected nationally. This is because of the school's rigorous attendance policy and success in engaging parents with the school.
- A large majority of parents who expressed an opinion thought that behaviour in the school was well managed and that their children were well looked after.

The leadership and management requires improvement

- The acting headteacher, other leaders and governors have high aspirations for the school. The acting headteacher, in particular, has raised expectations and shows a strong drive to improve the school. However, this welcome rise in expectations has not yet resulted in sufficient improvement to teaching or pupils' results. This is why leadership and management require improvement.
- The school's monitoring of the quality of teaching and the performance management arrangements inherited by the acting headteacher are not rigorous and do not show sufficiently high expectations of teachers. The acting headteacher has implemented changes to both of these. Teachers are now much more accountable for their pupils' achievement and the quality of their teaching. However, these recent changes have not yet resulted in sufficient improvements to teaching or to pupils' results.
- Similarly, the self-evaluation of the school inherited by the acting headteacher is not thorough or accurate. It does not demonstrate high enough expectations of pupils' achievement or the quality of teaching. However, the acting headteacher has a much more realistic view of the school and a good understanding of where it needs to improve.
- School leaders track the progress of individual pupils but do not keep precise records of the

achievement of different groups of pupils in the school. This means that precise targets for the progress of these groups cannot be set, nor can their progress be evaluated properly. The acting headteacher has begun to track the achievements of different groups of pupils, but this is not yet established across the school.

- Middle and subject leaders are actively involved in monitoring the quality of teaching and pupils' achievement in their areas of responsibility. Subject leaders lead training for other staff and are preparing the school well for the implementation of the new National Curriculum.
- Pupils learn a broad range of well-planned subjects. The school offers special 'theme days', such as a 'Brunel day', which give pupils opportunities to learn from specialists in art, history, sport and other subjects. Pupils say that art is a favourite subject.
- There are good opportunities for pupils' spiritual, moral, social and cultural development. Pupils develop a sense of right and wrong through learning about figures who have taken a moral stance, such as Nelson Mandela. Pupils contribute towards local events and support local charities. Equality of opportunity is promoted well and the school actively works against discrimination.
- Sports premium funding is spent effectively to engage pupils with more unusual sports, such as archery and fencing, purchasing and renewing sports equipment and developing teachers' subject knowledge and skills in this area.
- Pupil premium funding is spent on effective one-to-one and small-group tuition in English and mathematics for eligible pupils. These measures have contributed to the narrowing of the gap between eligible and non-eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority has offered good support to the school. It has given training to teachers and governors and supported the deputy headteacher as he took on the responsibilities of acting headteacher.
- Most parents who offered an opinion considered the school to be well led.
- **The governance of the school:**
 - Governors have a developing understanding of their role and the need to challenge the school where necessary. They have become increasingly able to offer such challenge through training, including training about how to understand pupil performance data. Governors set the headteacher performance management targets that reflect the key priorities of the school. They monitor the quality of teaching and of pupils' work and scrutinise school finances carefully, including the use and results of pupil premium and sports funding. Governors understand what they need to do to ensure that their impact on the school's drive for improvement is good.

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	126360
Local authority	Wiltshire
Inspection number	440475

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	237
Appropriate authority	The governing body
Chair	Fiona Young
Teacher in charge	Andy Tarrant
Date of previous school inspection	25–26 November 2010
Telephone number	01225 782288
Fax number	01225 782751
Email address	admin@staverton.wilts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

