

Princecroft Primary School

Princecroft Lane, Warminster, BA12 8NT

Inspection dates 5–6 February 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, supported by the deputy headteacher, provides strong leadership and sets high expectations for staff and pupils.
- The headteacher and deputy headteacher check rigorously on the quality of teaching. They give good advice to teachers which helps them improve.
- Teaching overtime has improved and is now good with some examples of outstanding teaching.
- Teachers plan activities that generally meet the abilities of different aged pupils who are taught in the same classes.
- Since the last inspection pupils' achievement has improved. Pupils are making good progress overall in reading, writing and mathematics.
- Children make good progress in their learning in the early years.
- Behaviour is good. Pupils are generally polite and work well together.
- Pupils say they feel safe in school and that there is very little bullying.
- Through activities such as talks from the police, the school works well to help pupils keep themselves safe.
- The governing body questions senior leaders effectively about the quality of teaching and pupils' progress. This helps to ensure senior leaders continue to focus on checking teachers' performance and improving pupils' achievement.

It is not yet an outstanding school because

- Teaching is not outstanding. Teaching in some classes does not routinely extend pupils' thinking.
- Teachers' comments in marking are sometimes not clear enough to enable pupils to improve their work.
- Subject leaders do not regularly check on the quality of teaching in different subjects.
- Some pupils' learning in mathematics slows across Years 3 and 4.

Information about this inspection

- The inspector observed pupils' learning in nine lessons taught by six teachers, including an assembly. The headteacher and the inspector observed five lessons together.
- A variety of documents were examined. These included the school's own judgements about the quality of teaching; records showing the progress of pupils; minutes of governing body meetings and documents showing procedures to help keep pupils safe.
- The inspector heard a number of pupils read.
- The headteacher and inspector examined samples of pupils' work together.
- Meetings were held with senior teachers, members of the governing body and a group of pupils.
- The inspector had a telephone conversation with a representative from the local authority.
- The views of 21 parents who completed the Parent View questionnaire on the Ofsted website were taken into account. The inspector also talked to a number of parents during the inspection.
- The opinions of 16 staff who returned an Ofsted questionnaire were examined.

Inspection team

James Henry, Lead inspector

Additional Inspector

Full report

Information about this school

- Princecroft is smaller than the average-sized primary school.
- Most pupils are White British.
- A permanent headteacher was appointed in April 2013.
- Since the last inspection five new teachers have joined the school, including a new deputy headteacher.
- About half of the pupils are in receipt of the pupil premium. This is above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and with special educational needs is above the national average.
- The number of pupils who join or leave the school at times other than normally expected is above the national average.
- There are five classes in the school. Children in the early years are taught full time in a Reception class. Across Key Stages 1 and 2 pupils are taught in four mixed-age classes.
- The school meets the government's current floor standards. These are the expected standards for pupils' progress and attainment at the end of Year 6 in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently outstanding by ensuring:
 - teaching in all classes extends pupils' thinking
 - teachers' comments in marking are more precise so pupils have clearer guidance and can respond more fully to improve their work
 - subject leaders routinely check on the quality of teaching in different subjects in order to share ideas that would help teachers deliver outstanding lessons.
- Increase pupils' progress in mathematics across Years 3 and 4 by extending pupils':
 - mathematical language so that they can explain their thinking
 - basic number skills to solve real-life problems in both mathematics and in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher, supported by the deputy headteacher, has successfully improved teaching through rigorously checking on pupils' learning in lessons. They give good guidance to teachers on how to improve their teaching.
- Senior leaders carefully track the progress of pupils in reading, writing and mathematics. This information is used to identify and target extra support for pupils who may be falling behind. As a result pupils are now catching up in their learning and making good progress overall across the school.
- Middle leaders are not yet as effective as they should be. Subject leaders check on the work and progress of pupils in the subject for which they are responsible. However, they do not routinely check on the quality of teaching in other subjects to share ideas that would help teachers improve their lessons further.
- The additional funding from the pupil premium is used well. Additional staff are employed to give extra help to this group of pupils. Their progress is carefully checked to ensure they make good progress. This is a good example of how the school ensures all pupils have an equal opportunity to learn and none are discriminated against.
- There are good systems to manage the performance of teachers. This is done partly through teachers regularly meeting senior leaders about the progress of pupils. Teachers are also given individual targets and training to ensure they deliver routinely good or better lessons.
- The curriculum covers a good range of subjects. Pupils say they like the way subjects are linked together because it makes learning more enjoyable.
- The subjects that pupils are taught and the different activities offered help prepare them for life in modern Britain. For example, pupils have lessons and assemblies on different cultures and faiths. Older pupils lead 'circle group' discussions. This is when pupils of different ages talk about topics such as the need to respect others. There are visits from the police to stress the importance of obeying the law.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils undertake a variety of charity events such as a harvest collection to support the local food bank. Members of the local church regularly lead assemblies. Pupils take part in a variety of sports events that help promote their social development.
- Good relationships are fostered through the school working well with parents. For example, mathematics workshops are organised so that parents can help their children with homework. All the parents who were spoken to during the inspection appreciated the friendly and positive way they were welcomed in the school. Most parents who completed the Parent View questionnaire said they would recommend the school to another parent.
- The additional funding from the sports premium is used to hire specialist sports coaches to work with staff and pupils. The school has joined a local school sports association to give pupils the opportunity to play competitive games against other schools. Extra games equipment has been bought to help pupils play different sports at lunchtime. This is making a positive difference to pupils' attitudes and health and well-being as seen in the numbers taking part in sports.
- Safeguarding procedures meet requirements and are effective in helping to keep pupils safe. For example, the school keeps thorough records of meetings and actions taken when pupils may be at risk of harm. All staff are appropriately checked before being allowed to work in school and are trained in child protection procedures.
- The local authority provides good support for the school. This has helped the school to improve the quality of teaching and is now being withdrawn as the school has improved.
- **The governance of the school:**
 - Governors visit the school regularly. Together with the headteacher they talk to pupils, look at their work and visit classrooms. This helps give governors an independent view of the quality of teaching over time. Governors undertake regular training, especially in understanding how to measure pupils' progress. As a result they have good knowledge about how well the school is doing compared with other schools. There are effective systems to manage the performance of teachers, especially the headteacher. Governors set targets for the headteacher that are linked to the most important areas for improvement in the school. They hold the headteacher to account through regularly reviewing progress towards achieving them. Any promotions or pay increases are linked to how effective teachers are in ensuring their pupils make good progress. Through working with the headteacher, governors also identify and address any underperformance of staff.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are generally polite and well mannered and have good attitudes to school. They work and play well together in class and in the playground.
- Pupils say that they enjoy their lessons and that behaviour is typically good around school and in the dinner hall. They say that the dinner hall can be noisy with some pupils falling out on occasions in the playground.
- All the parents who completed the Parent View questionnaire and who were spoken to during the inspection thought the school ensures pupils behave well.
- The school has good arrangements for managing pupils' behaviour based on rewarding good behaviour and sanctions for poor behaviour. Pupils appreciate the fairness and the way staff consistently apply and use these arrangements. This has helped to reduce the number of pupils excluded from school, which in the past was above the national average. For example, no pupil has been excluded from school during the past year.
- Staff manage pupils who have emotional or behavioural difficulties well. Senior leaders can give examples of pupils who have joined the school because of behaviour problems at their previous school. They settle quickly and are supported well by staff so they stay in school and continue to learn.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have visits from the police and fire brigade officers who talk to them about how to keep themselves safe at home and while out playing. The school also provides lessons on how to stay safe on the internet.
- Pupils say they feel safe in school. They have a good understanding about different types of bullying. For example, the school holds an 'anti-bullying' week with pupils producing 'anti-bullying' leaflets. Pupils say that there used to be some bullying but it is now very rare and they know staff will deal with any problems that may happen.
- The school works hard to promote good attendance, especially in supporting families whose children may be regularly absent. As a result attendance has been consistently maintained in line with the national average.

The quality of teaching

is good

- Pupils' work and school checks on pupils' progress show that teaching has improved since the last inspection and is now typically good. As a result pupils in the school are now making good progress overall in reading, writing and mathematics.
- Teachers generally have high expectations of what pupils can achieve. They respond well to advice from senior leaders about how to improve their lessons. Consequently, teachers plan lessons generally well especially in English and mathematics. This ensures that the needs of all abilities and age groups taught in the same class, including the most able, are met. Teaching assistants generally support disabled pupils or those with special educational needs well. This helps to ensure all are included in lessons and make good progress in their learning.
- Relationships in lessons are good. Teachers know their pupils well through carefully checking on their progress. This informs teachers about when to give pupils extra support to catch up in their learning.
- There is a consistent approach to teaching early reading skills to younger pupils. Checks on pupils now in school show that they are making good progress in reading. In 2014 national test results at the end of Year 2 showed attainment in reading was slightly above the national average, especially in the number of the most able pupils achieving the higher levels.
- Teachers have good subject knowledge and routinely question pupils to judge if they understand what they have to learn. In some classes the questions that teachers ask do not consistently challenge pupils' thinking.
- Pupils' work is regularly marked by teachers following a whole-school approach. Teachers routinely put comments in pupils' books about their work. There are times when these comments are not precise enough so that pupils can respond fully to improve their work further.

The achievement of pupils

is good

- Accurate school assessments and pupils' work show pupils now in the school are making good progress overall in reading, writing and mathematics.
- Due to pupils making good progress, particularly over the past year, attainment is rising across the

school. Small numbers in classes can make statistics unreliable. However, in 2014 attainment at the end of Key Stage 2 rose in reading, writing and mathematics too broadly in line with the national average overall.

- Disabled pupils or those with special educational needs are supported well, especially by teaching assistants, and as a result make good progress overall.
- School records and the work of those pupils who join or leave the school at times not normally expected show they generally make good progress. This is because they are helped to settle quickly and teachers accurately judge their abilities and build on their previous knowledge and skills.
- The most able pupils make good progress because they are provided with a good level of challenge in lessons. This is having an impact on the number of pupils achieving the higher levels in the national tests at the end of Key Stages 1 and 2. For example, the percentage of the most able pupils achieving the higher levels in writing at the end of Key Stage 2 and reading at the end of Key Stage 1 in 2014 was above the national average.
- Accurate teacher assessments show that the pupils currently in Year 6 are on track to raise attainment further to above the national average in reading, writing and mathematics, especially in the number reaching the higher levels.
- The school is effectively closing the gap for disadvantaged pupils over time. In 2014 in the national tests at the end of Year 6 disadvantaged pupils left about half a term behind other pupils in the school in writing and mathematics. However, they left over a term ahead of other pupils in the school in reading. When compared with other pupils nationally in 2014, disadvantaged pupils in the school left about a term behind in reading, writing and mathematics.
- Some pupils' progress in mathematics slows across Years 3 and 4. This is because their use of mathematical language is not extended so that they can explain their thinking and reasoning. Their use of basic mathematical skills to solve problems is not fully extended. This is especially when dealing with problems in day-to-day situations or in other subjects.

The early years provision

is good

- Children enter the school with abilities well below those which are typical for their age especially in their early reading, writing and number skills.
- Children's 'Learning Journals' and staff records show that children make good progress in the different areas of learning. They enter Year 1 with attainment in most areas of learning that is close to that typical for their age.
- The reason the early years provision is not outstanding is because children's reading, writing and number skills are still slightly below that expected for their age when they enter Year 1.
- Teaching in the early years provision is good. Staff carefully check on and record individual children's progress. This is used to plan activities that build on and improve individual children's skills.
- The early years provision is led well. Leaders provide good advice to staff in how to improve their teaching. Relationships with the local nursery school are being developed to ensure staff know the children before they come to school.
- Relationships are good and children feel safe. Staff work well with parents to ensure they feel included in their child's early learning.
- The provision works well to ensure children are kept safe. All adults are checked to make sure they are suitable people to work with children.
- Children behave well. They happily share and cooperate with each other, for example sharing toys and learning through playing together in different activities.

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	126259
Local authority	Wiltshire
Inspection number	453431

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Liz Smith
Headteacher	Michael Park
Date of previous school inspection	February 2013
Telephone number	01985 212704
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