

Wolborough Church of England (Aided) Nursery and Primary School

Union Street, Newton Abbot, TQ12 2JX

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Good	2
	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 has high aspirations for the school and has created an environment where good teaching can flourish. As a result, pupils make good progress from their starting points.
- Leaders have dealt robustly with tackling a previous weakness in writing.
- Teachers' good subject knowledge has led to considerable gains in pupils' progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress as a result of carefully planned programmes of support.
- The school provides a calm and nurturing environment for pupils. The emphasis on collaboration helps pupils to develop their communication skills. Older pupils, in particular, express their views confidently.
- Children get off to a good start and are well cared for in the Nursery.
- The exciting and rich curriculum motivates pupils to learn. Teachers provide well-planned activities which motivate pupils. A range of visits out and visitors to school enhances the learning for pupils.
- The school makes a striking contribution to the spiritual, moral, social and cultural development of pupils. The teaching of religious education is particularly strong. Pupils behave well and demonstrate great tolerance and respect for others.
- Teaching assistants, who are trained well, make a valuable contribution to pupils' progress.
- Adults are vigilant in ensuring that pupils are safe and well cared for.
- The school playground has been transformed since the last inspection. It is safe, inviting and well equipped.
- The governing body is effective. It has a clear understanding of the school's work and uses funding well to support improvement.

It is not yet an outstanding school because

- Not all teachers are equally skilled at providing challenge, particularly for the most-able pupils in mathematics.
- Although attendance is improving, it is still below the national average.
- Leaders are not always sufficiently rigorous in checking teachers' use of feedback and marking.
- Teachers do not always insist on the highest standards of presentation and handwriting.

Information about this inspection

- Inspectors observed 14 lessons, six of which were observed jointly with senior leaders.
- Inspectors held meetings and discussions with the headteacher, senior and middle leaders, teachers, pupils and five members of the governing body. A telephone discussion took place with a representative from the local authority.
- Inspectors scrutinised a wide range of documents including the school's information on pupils' performance and progress, self-evaluation records, safeguarding policies and documents relating to the management of teachers' performance.
- Inspectors conducted a focused learning walk, looking at the curriculum provision and at spiritual, moral, social and cultural development.
- Inspectors took account of discussions with parents, and the 33 responses to the online questionnaire, Parent View. Questionnaire responses from 31 members of staff were also analysed.
- Inspectors spoke informally with pupils around the school and during break times, observed behaviour during playtimes and lunchtimes and listened to pupils read.

Inspection team

Tracy Hannon, Lead inspector

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- Wolborough Church of England (Aided) Primary School is smaller than the average-sized primary school.
- Most pupils are of White British heritage. A small minority of pupils speaks English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above the national average.
- The school provides early years education through a Nursery and a Reception class. Pupils attend the Nursery class part time and attend the Reception class on a full-time basis.
- The governing body manages a breakfast club.
- The school has a high proportion of pupils joining and leaving outside the normal times compared with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve attendance by rigorously carrying out the attendance policy, in particular focusing closely on discouraging families from taking holidays during term time.
- Improve the quality of teaching and pupils' achievement by ensuring that all teachers:
 - are as good as the best in the school at helping pupils to improve their work through well-judged support and precise advice, particularly in mathematics
 - plan activities that will challenge all groups of pupils, specifically the most-able pupils in mathematics
 - provide feedback in mathematics that helps pupils understand how to improve their work
 - raise the profile of high quality handwriting and insist on the highest standards in presentation of pupils' work.
- Improve the effectiveness of leadership and management by ensuring that all leaders:
 - are rigorous in checking the quality of teachers' marking and feedback and act swiftly to tackle any inconsistencies.

Inspection judgements

The leadership and management are good

- The headteacher has promoted a culture of everybody doing the best they can. Her unwavering commitment to the core values of the school has led to a calm environment where adults and pupils alike feel cherished. As a result, good teaching and good behaviour flourish. All staff who responded to the questionnaire said they were proud to be a member of the staff at the school.
- Leaders have been effective in attending to areas for improvement identified in the previous inspection report. Many aspects are now a strength of the school. For example, pupils are making accelerated progress in writing, which is leading to above national average standards.
- Leaders' good use of pupil performance information identified gaps in achievement in reading. Significant investment was made in the purchase of new reading materials and in staff training. These actions have been effective and are resulting in much improved proportions of pupils achieving at the very highest levels in Year 2 and Year 6. Similarly, the school's own self-evaluation of standards in spelling led to staff training and changes to the teaching of spelling and grammar and has resulted in much improved achievement.
- Effective leadership of English is leading to above nationally expected levels of attainment in writing this year in Years 2 and 6.
- Leaders have been effective in tackling poor attendance. The proportion of pupils who persistently miss school has decreased. However, overall attendance is still slightly below the national average.
- Senior leaders ensure that teaching assistants receive the training necessary to support whole-school improvement priorities as well as the specific needs of particular pupils. Consequently, disabled pupils and those who have special educational needs receive high quality support which helps them to make at least good progress.
- Senior leaders and governors have been swift to develop effective procedures to put in high levels of support for pupils who transfer to the school outside normal times. This work is having a positive impact on progress. Parents of new pupils who have joined the school speak positively about the progress their children are making and how happy they are.
- Leaders make good use of the pupil premium to speed up learning for disadvantaged pupils. There are comprehensive programmes of support for pupils that meet their emotional and academic needs well. As a result, these pupils are making rapid progress.
- The well-attended breakfast club provides a healthy, orderly and positive start to the school day.
- Leaders of subject areas play a full part in driving achievement. They have a clear understanding of achievement in their areas of expertise. Leaders and governors have been quick to react to the demands of the new National Curriculum. Consequently, teachers' subject knowledge is generally strong. Where subject knowledge is weaker, in mathematics for example, leaders put in effective support which is well received by staff.
- Senior and middle leaders do not always make robust checks to ensure that all policies, in particular, marking and feedback, are being followed. On occasions, inconsistencies in teaching are not attended to swiftly and this slows down the progress made in some subjects for some pupils.
- Strong leadership of the curriculum results in pupils receiving carefully planned and rich experiences based on topics which interest them. There is a strong commitment to ensuring equality of opportunity. The core values of the school foster good relations, tackle discrimination, and underpin all learning. The curriculum prepares pupils well for life in modern Britain through the values and responsibilities that pupils hold. Pupils have many opportunities to talk about diversity through faith, culture and languages. Learning Teams equip pupils with cooperative skills and provide a depth of discussion and debate. Pupils describe the values of modern democratic Britain as having 'freedom of choice' while being 'fair and considerate to others'. Older pupils speak knowledgeably about the law and were keen to share their learning from a visit to a magistrates' court.
- Pupils play an active part in community events. For example, they take part in maypole dancing in the town and fundraising events for local community projects.
- Parents are highly positive about how well the school responds to their concerns. They appreciate the 'family feel' of the school and say their children enjoy coming to school.
- Strong leadership of physical education has led to effective and innovative ways of using the additional sport funding. This has resulted in good provision for all. Pupils participate in a wide range of sporting festivals. Many pupils now take up a sport outside of the school day following their sporting interests being ignited by the school. The teaching skills of staff have been raised working alongside experts.

Funding has provided increased opportunities for gifted and talented pupils, as well as increasing activity for disabled pupils, those who have special educational needs and the less confident pupils.

- Arrangements for safeguarding meet requirements and are effective. The school takes great care of its pupils. Safeguarding teams work together effectively to ensure that the needs of all vulnerable pupils are met. All staff are confident when explaining the school's safeguarding procedures. Appropriate checks are made to ensure that staff are suitable to work with children.
- Support from the local authority has had a positive impact on the school's work. Leaders have made good use of the additional expertise to drive their identified areas for improvement forward. Reports arising from local authority visits are sharply focused and reflect strong progress towards achieving priorities. Diocesan leaders have maintained an overview of the school's progress and also contribute to its regular checks on the quality of the provision.
- **The governance of the school:**
 - The governing body has a good knowledge of how the school's performance compares with schools nationally, and governors speak knowledgeably about the progress pupils are making in many subjects.
 - Governors make regular visits to the school to check on the effectiveness of actions to improve teaching and learning. For example, after a report from a senior leader on the new National Curriculum for mathematics, governors visited classes and looked at pupils' work and displays to identify the impact of training.
 - Minutes from governing body meetings show that some governors ask challenging questions in response to the detailed and accurate reports provided by the headteacher.
 - Governors oversee procedures for the management of teachers' performance. They support the headteacher in ensuring that good performance is rewarded and, similarly, withhold pay rewards where performance does not meet the expected standards.
 - Governors ensure that the school meets its statutory duties regarding the safeguarding of pupils.
 - Governors maintain an oversight of finances and apportion funds appropriately. Heavy investment in the Nursery unit has resulted in much improved provision for the youngest children and, consequently, improved readiness for Reception. Similarly, carefully targeted pupil premium funding has resulted in disadvantaged pupils across the school making accelerated progress, particularly in reading.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school is calm and purposeful.
- Pupils settle quickly when they come into school and are eager to learn. They respond well to adults' instructions and requests and incidents of low-level disruption are rare. Most parents who responded to Parent View agreed that their children were safe in school.
- Most pupils take great pride in their work and are keen to share their achievements. They are industrious in lessons and are willing to tackle complex problems. However, teachers' expectations for presentation and handwriting are not consistently high enough. Some children's work is poorly presented and is difficult to read as a result. Pupils of all abilities and ages do not always receive clear enough guidance on what is expected of them. Not all teachers are tenacious in expecting high quality handwriting and presentation.
- Pupils behave well at lunch and playtimes. Good levels of adult supervision ensure that pupils are safe, and clearly designated areas for quiet and lively activities make playtimes harmonious and enjoyable for all.
- Pupils say that behaviour is good and that they feel safe. They are adamant that no bullying occurs. Pupils speak reflectively about racism and reiterate one of the displays in the school which states, 'We are all different but the same inside.'
- Pupils say that they are happy in school and that adults are 'kind' and 'help us to improve'.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff are checked prior to joining the school to ensure that they are suitable to work with children. Governors receive regular reports on safeguarding from the headteacher and check frequently that safeguarding procedures are being followed.
- Pupils move around the school calmly and show a good regard for safety.
- Pupils are knowledgeable about e-safety and are clear about actions to take if they experience cyber bullying.

- Although pupils' attendance is improving, there are still too many families who take holidays during term time. Consequently, attendance remains slightly below the national average. Leaders have been effective in engaging with families of pupils who miss a lot of school. The support the school has put in place has been effective in improving attendance for this group of pupils.

The quality of teaching

is good

- Teachers plan lessons which engage and motivate pupils. They have high expectations of pupils' involvement. They apply the school's teaching and learning policy consistently, with its emphasis on high levels of collaborative learning among pupils. Pupils say, 'Learning is fun because we are expected to work together.'
- Teaching assistants make a strong contribution to pupils' achievement. They are skilled in questioning and support pupils in a manner which aids their independence. They work closely with teachers and, as a result, have a clear understanding of their roles.
- Teachers' marking and feedback are of a higher quality in English than in mathematics. This was reinforced by the views expressed by pupils that they find teachers' comments more helpful to improve their work in English than in mathematics.
- Pupils' books show a wide range of writing for different purposes. Teachers' marking is precise. Comments identify what is good and direct pupils about where to improve. Pupils respond well and, as a result, make good progress. Although the content of the writing is of a high quality and spelling and punctuation are accurate, pupils' handwriting is inconsistent and hard to read.
- Books show a clear focus on spelling skills. Teachers have raised their expectations recently in line with the school policy and are not accepting poor spellings. There is a distinct improvement in spellings in books and regular class spelling tests show accelerated progress for all pupils.
- Mathematics books also show that teachers plan a broad range of activities to develop mathematical thinking and skills. Pupils working in lessons show good levels of ability in mathematical reasoning. Most teachers have strong subject knowledge in mathematics. On occasions, teachers do not offer sufficient challenge to extend the mathematical thinking of the most-able pupils and this slows their learning. Marking in mathematics is less well developed and, as a result, it is sometimes less clear what impact feedback is having on pupils' progress.
- The teaching of reading is good. Recent initiatives are leading to much improved achievement. For example, the effective use of a new computerised reading programme has resulted in many more pupils achieving the highest levels in reading than in previous years.
- Staff have received effective training in the new National Curriculum. Teachers have raised their expectations and are teaching to the right level of complexity to ensure that pupils are best placed for the next stage in their education. Consequently, pupils have responded well to challenge and many have made accelerated progress.
- The teaching of religious education is a strength of the school. Pupils are articulate in expressing their views. They have a good knowledge of various religions and faiths and speak philosophically about current affairs. In a Year 6 religious education lesson, pupils were able to compare the views of Hindus and Christians about life after death. Pupils discussed their views maturely

The achievement of pupils

is good

- Pupils in Year 1 achieve above national expectations in the statutory checks on their understanding of phonics (letters and the sounds they represent). This is the result of good teaching consistently applied across Reception and Year 1.
- The 2014 published data for both Year 2 and Year 6 suggested that achievement was not good. However, a large proportion of pupils joining and leaving these year groups outside of normal times, combined with high proportions of pupils who had special educational needs, affected overall attainment figures adversely.
- In 2014, Year 2 pupils made good progress from their different starting points. However, standards in writing dipped. Work in books for the current Year 2 is impressive in content. Extended pieces of writing, with accurate spelling and punctuation, show that standards of writing by the end of Year 2 are now strong. The 2015 assessments, which have been confirmed by outside experts, show that more pupils are achieving the expected standard in writing than the 2014 national average.

- In 2014, pupils in Year 6 also made good progress from their different starting points. More pupils achieved better than expected progress in writing than the national average.
- Few pupils achieved the very highest levels of attainment in both the 2014 Year 2 and Year 6 tests. The most-able pupils have been identified in each year group and they receive additional challenge. This has led to significantly higher standards of achievement. More pupils are currently achieving at the very highest levels of attainment in reading and writing in Year 2 than was the case nationally last year. In Year 6, more pupils are also on track to achieve the higher levels of attainment in the 2015 national tests than previously.
- Disabled pupils and those who have special educational needs all make good progress from their starting points. This is because their needs are well understood and supported.
- Currently, disadvantaged pupils are making better than expected progress and catching up with their peers. However, in the 2014 national tests, compared with others in the school, Year 6 disadvantaged pupils were six months behind in their reading and writing and five months behind in their mathematics. Compared with others nationally, the gap for disadvantaged pupils in the school was six months behind in reading, five months behind in writing and seven months behind in mathematics. Nevertheless, the gap between disadvantaged pupils and other pupils in the school is now closing quickly because pupils are making good gains in their learning.
- The gap in attainment between disadvantaged pupils in Year 6 and others in the school has been removed in writing. Work in books suggests that the gap has also been tackled in reading and in mathematics. The new computerised programme for reading has contributed to more pupils than the 2014 national average achieving the highest levels in reading in the 2015 tests.
- Pupils read widely and for pleasure. Pupils speak positively about the new computerised reading programme in school. Reading records show a high level of engagement in reading activities.
- The very few pupils who speak English as an additional language make good progress as they benefit from swift and effective additional support.

The early years provision

is good

- Children make a good start in the stimulating and well-organised Nursery. Many join at different times in the year throughout both the Nursery and Reception classes. The majority of children join with skills below what is typical for their age in all aspects of their learning, apart from in health and self-care. The early years leader works closely with other nurseries, pre-schools and families to ensure that children get the very best start to school.
- Children make good progress in early years as a result of well-planned activities matched to their needs and interests.
- Parents speak positively about the support they receive from the school and appreciate home visits and stay and play introductory sessions. Key workers develop very good relationships with parents and these help children to settle quickly at the beginning of the day.
- Significant financial investment has resulted in vibrant well-equipped indoor and outdoor learning spaces which cater for all areas of learning. Teaching is good. Children make good progress as a result of a rich curriculum which focuses on developing aspects of all areas of learning. Teachers have been particularly adept at developing children's reading and phonic knowledge, such as listening, phonics and reading.
- Behaviour in the Nursery and Reception classes is good. Risk assessments and vigilant staff ensure that children are kept safe at all times. Routines are well established and children gain skills of independence and cooperation. Children display a great enthusiasm for learning and are confident in the setting.
- Adults provide high quality support for disadvantaged children. Consequently, they achieve well. Disabled children and those who have special educational needs also make good progress because of the effective support they receive. Leaders work closely with parents and other agencies to ensure that all potential difficulties are tackled.
- Leadership is good. The early years leader has built a dynamic team of staff. The members are well qualified and highly competent. The relationships between staff and the children are strong. Adults exude an infectious enthusiasm in their work and children respond with equally high levels of enthusiasm and engagement. All adults display a good understanding of the development of speaking and listening skills.
- Leaders have been effective in raising the engagement of boys in making marks, a sign of early writing. A small group of boys in the Nursery were confidently completing planning sheets to make a model. Previous gaps in achievement between boys and girls have been eradicated.

- Teachers carefully track children’s development and progress as children move from Nursery to Reception. This information is used well by teachers to plan activities which meet the needs and interests of the children. Consequently, children make good progress and are typically ready to start Year 1.

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	113477
Local authority	Devon
Inspection number	456248

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Simon Le'Pine-Williams
Headteacher	Tracy Hoare
Date of previous school inspection	26 April 2012
Telephone number	01626 202050
Fax number	01626 336576
Email address	admin@wolbrough.org.uk

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