



Urchfont Church of England Primary School

Inspection Report

Unique Reference Number 126366
LEA Wiltshire
Inspection number 282099
Inspection dates 13 October 2005 to 13 October 2005
Reporting inspector Malcolm Greenhalgh RISP

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

Type of school	Primary	School address	Cuckoo Corner
School category	Voluntary controlled		Urchfont
Age range of pupils	4 to 11		Devizes, Wiltshire SN10 4RA
Gender of pupils	Mixed	Telephone number	01380 840793
Number on roll	107	Fax number	01380 840793
Appropriate authority	The governing body	Chair of governors	Mr C Watts
Date of previous inspection	12 December 2000	Headteacher	Mrs Jackie Holton

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small school in a picturesque rural area on the edge of the village of Urchfont. Nearly all pupils are White British and there is a very small number of pupils who speak English as an additional language. There are also just a few pupils with learning difficulties and disabilities. The social characteristics of the area are advantageous and children enter school with well developed language and social skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. This is better than the view the school has of itself. The headteacher has worked extremely hard since her arrival in 2003 to build up the confidence of staff and pupils following an unsettled period. She has done this successfully. So much so, that despite two teachers on temporary leave, the atmosphere in the school has remained upbeat and positive. The school's excellent care, guidance and support procedures enable the pupils' behaviour and relationships to be outstanding. In these areas, the school does not give itself the credit it deserves. Pupils have high levels of confidence and self-esteem which contribute significantly to the good progress they make in English, mathematics and science and the consistently high standards. Children get a good start in Reception and settle quickly into school, showing good levels of confidence in their approach to different activities. The curriculum is stimulating and ensures pupils enjoy school and the quality of teaching is good so that the individual needs of pupils are met well. Teachers could, however, provide pupils with more opportunities to help them to decide what they need to learn next. Leadership and management of the school are good and the excellent vision and planning of the headteacher has established a good position from which the school should improve further. Governors are questioning, challenging and supportive. They help to ensure the school knows itself well, although checking the progress of specific groups of pupils could be better. The school provides good value for money.

What the school should do to improve further

• involve pupils more in identifying what they need to learn next • make a clearer distinction between specific groups of pupils so that their progress is tracked more effectively.

Achievement and standards

Grade: 2

Achievement is good. Standards have remained high since the last inspection. Pupils enter school with above average levels of attainment and make good progress in the Reception year, which continues in Years 1 and 2. Standards are above average when pupils enter Year 3 and by the end of Year 6 they are well above average. In English, mathematics and science the pupils make good progress between the end of Year 2 and the end of Year 6. Pupils with learning difficulties and disabilities, and those identified as gifted and talented, make good progress because of the effective additional support they receive and extra opportunities they have throughout the school. The school sets challenging targets for all pupils and more attained and exceeded these last year than in the previous year because of their improving attitudes and better teaching.

Personal development and well-being

Grade: 1

This is an outstanding feature. It is with particular credit to the school that the pupils thoroughly enjoy what they do and one pupil summed this up by saying: 'I like this school because there are good things to look forward to everyday'. The pupils' attitudes to learning are excellent and their behaviour in and around the school is exemplary. They show considerable care for each other and older pupils are always keen to help and support younger ones. The influence of the church is effective and contributes well to the pupils' spiritual, moral, social and cultural development, which is good. Attendance levels are high.

Pupils are very aware of safety issues and play carefully on the climbing frames in the playground. In discussions with pupils at lunch time it was very obvious that they know what a healthy diet consists of and why they need physical activity. Pupils are also keen to take on responsibility around the school, for example preparing the hall for assembly. They also have a good understanding of how to help the wider community and raise funds for a range of charities. Their literacy, numeracy and information and communication technology (ICT) skills are good. They work well when working together and those on the school council have a worthy influence on school improvement.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers use information about the progress pupils make well, which enables them to plan activities that are matched to the different ages and abilities of pupils in the mixed-age classes. This approach ensures all pupils make good progress throughout the school, particularly in English, mathematics and science. There is, however, insufficient involvement of pupils in their understanding of what they need to learn next. Therefore, they are not always clear about how they can improve their own learning. Pupils with learning difficulties and disabilities, and those that are gifted and talented, receive good additional support. Teaching assistants make good use of their time to support learning or help with classroom organisation. Specialist teachers also make a positive contribution to pupils' learning in areas such as French, music and physical education. The school involves parents well in their children's learning and they provide good support in school and at home, following clear guidance the school gives them.

Curriculum and other activities

Grade: 2

The school has worked hard to ensure the curriculum is stimulating and, at the same time, meets all legal requirements. There is a good breadth and balance of subjects provided and this is supplemented by a good range of clubs which are well attended

by the pupils. There is a strong personal, social and health education input which has a significant influence on the pupils' personal development. In addition, the school has special mornings for gifted and talented pupils who meet up with pupils from other local schools. This enables them to become better thinkers and to share their ideas with pupils in their class. The school provides a strong curriculum for the Reception children and ensures that their particular needs are met within the split Reception/Year 1 class.

Care, guidance and support

Grade: 1

The school provides high quality care and guidance for the pupils' and for members of staff. This combined and determined approach has ensured an atmosphere that encourages everyone to do their best, to be proud of their individual characters and not to be afraid to make mistakes. The school also provides good support for pupils to do well in subjects and this helps to ensure that good progress is made from Reception through to Year 6. The school is very conscious of health and safety issues and this encourages pupils to be very aware of what they need to do to stay safe and be healthy. The school values partnership with parents and encourages their full involvement. Child protection procedures are well carried out, and support from outside organisations such as the educational psychology service and PASSIS (Physical Sensory and Impairment Service) is effectively embraced.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's highly effective style of leadership ensures and promotes the well-being and care of all staff and pupils. This key priority has enabled the school to overcome an unsettled time. All members of the school community make a significant contribution to the positive atmosphere that envelops the school. As a result of this, pupils and staff thoroughly enjoy coming to school and have high levels of self-esteem. Getting this right has enabled the school to make fundamental changes in the way lessons are taught and in the way that pupils learn. The governing body has taken an active role in this development. Governors' well placed confidence in the headteacher has ensured the changes have been positive ones. Effective decisions are made on how well the school is doing and what needs to be improved in the future because the quality of information on the performance of the school is now better and more readily available. This especially helps to ensure those pupils with learning difficulties and disabilities or who speak English as an additional language are well supported and make good progress. These systems could be further improved if the school identified more specific groups of pupils so that their progress could be tracked through the school. The headteacher's clear vision means that the school is well placed to continue to make good progress this year.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us feel so welcome at your school. We thoroughly enjoyed meeting, talking and eating lunch with you.

We were delighted to find so many wonderful things about your school and believe that you are very lucky to have the opportunity to learn in such an encouraging and supportive atmosphere. As with all schools, there is always something that can be improved and we hope that you will try your best to help the school to achieve the challenges we have set for it.

What we liked best:

- the atmosphere your headteacher has created which helps you to become confident pupils who are keen to do your best
- your excellent behaviour and the way you look after and care for each other
- the good progress you make in English, mathematics and science
- the good teaching that ensures you have work that enables you to learn well
- the actions the school takes to ensure you are safe and that you are keen to live healthy lives
- the opportunities you and your parents have to help the school to improve.

What we think the school can do to improve:

- give you more opportunities to influence how well you learn
- identify more carefully which of you would benefit from getting more help so that you make good progress in all the subjects you do.