

West Tytherley Church of England Primary School

Inspection report

Unique Reference Number	116323
Local Authority	Hampshire
Inspection number	312259
Inspection date	28 February 2008
Reporting inspector	Margaret Dickinson HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	72
Appropriate authority	The governing body
Chair	Ms Jacqui Bobby
Headteacher	Mrs Christine Kirby
Date of previous school inspection	10 June 2003
School address	The Village West Tytherley Salisbury SP5 1JX
Telephone number	01794 340338
Fax number	01794 341828

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors, who evaluated the overall effectiveness of the school and investigated the following areas:

- strengths and weaknesses in pupils' standards and achievement, particularly in writing
- the effectiveness of the school's systems for tracking and monitoring pupils' progress
- how well the new revised curriculum promotes pupils' achievement and enjoyment of school.

Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

Description of the school

This small village school draws its pupils from a wide area. Almost all the pupils are from White British backgrounds. Children start in Reception with skills that are broadly as expected for their age. Nevertheless, numbers in each year group are often quite small so this does vary from year to year. The school has an above average proportion of pupils with learning difficulties and/or disabilities. More pupils join and leave the school between Reception and Year 6 than is typically found. The school has Enhanced Healthy School status, an Activemark and a Charter Standards Award for football.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

West Tytherley is a good school with some outstanding features. It has a warm, caring ethos with Christian values at the heart of the school. The quality of care and support for pupils' personal development and enjoyment of school is outstanding. Pupils are very happy with their school and feel very safe. They list many things they like, amongst them: the new school building, of which they are extremely proud, the residential trips, and particularly the friendly atmosphere and the fact they know every person. Pupils are confident, resourceful and responsible young people. Behaviour and attendance are excellent. Through opportunities such as the Enterprise Week, fund-raising activities, hosting a lunch for the Parochial Church Council and playing a role in church and village events, pupils also make a very strong contribution to the community. The school has excellent links with other schools, businesses, groups, and support agencies. Parents hold the school in very high esteem. 'There is a real family atmosphere,' 'My children love going to school' and 'The staff constantly do their utmost to encourage and inspire confidence' are typical of many parents' comments.

Standards at Year 2 and Year 6 are broadly average. This might suggest that pupils make no better than satisfactory progress, based on their skills when they start school, but this is not the case. Year groups are small and standards vary considerably from year to year. In addition, a higher proportion of pupils joins and leaves the school during the year than is usually found. This also affects the standards profile in each year group. The governors and headteacher do analyse strengths and weaknesses in pupils' standards but rightly focus on whether individual pupils make enough progress. The school's records show pupils achieve well, particularly in reading and mathematics. A good system is in place for tracking progress from term to term and year to year. It is used effectively to identify pupils who require additional help, as well as those who are capable of moving ahead in their learning more quickly. Arrangements are in place, for example, for some higher attaining pupils to work with older age groups for mathematics. This helps to provide greater challenge and to promote enjoyment and achievement. The school has rightly identified that the school's tracking now needs to be refined to give a clearer picture of each pupil's progress from Reception onwards.

Progress is satisfactory in writing. The writing in pupils' literacy books covers an appropriate range of different types of writing. Pupils respond well to tasks that have a real-life element to them, such as writing letters to their local Member of Parliament to express their disappointment about the closure of the village post office. On these occasions, they often produce good work that is well presented. More typically, teachers' expectations are not high enough in writing, particularly for above average pupils in Key Stage 2. Writing is not promoted sufficiently well through subjects such as science, history and geography.

The curriculum is good and is enriched by an excellent range of extra activities and clubs for a small school. The pupils very much enjoy the opportunities to take part in outdoor activities during the residential trips. The school has revised the way it organises its curriculum and a new approach is in place this year. It is too soon to judge the impact of this on pupils' standards but they are certainly enjoying the new 'creative curriculum'. They find it gives them more variety, enables them to work in different groupings and helps them to make connections between different subjects.

Teaching is good. Staff have good relationships with pupils. They plan interesting work for them. Pupils respond particularly well to problem-solving tasks, especially when they have to

work in groups and come to a consensus. Teaching assistants are deployed well and they make an effective contribution to pupils' learning. They play a particularly valuable role during the 'creative curriculum' lessons when they often direct groups. The school makes satisfactory use of targets in writing. Teachers record these in the front of pupils' books but some pupils are not sure how they can use them to improve their work. Teachers' marking does not tie in with the targets sufficiently and opportunities are missed to remind pupils what they need to work on specifically and to identify what they need to focus on next to improve.

The school is well led and managed and there is a clear sense of direction. This is endorsed by many parents. The headteacher has an accurate view of the school's effectiveness and she has identified appropriate areas for development. These are prioritised well, to avoid overload in this small school. Standards in writing, for example, have already been identified as a priority area. Some positive steps have been taken to support spelling and handwriting and this is beginning to have an impact. The school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

There are very good links between the school and parents, enabling children to make a happy and smooth start to their Reception year. Children learn in a calm and supportive learning environment. They grow in confidence and make good progress, with the majority reaching the standards expected by the end of the Reception year. They develop independence and make very good progress in their personal and social development. Activities are well planned and teaching is good. There is a clear focus on early reading and writing skills. Teachers and teaching assistants are well organised. The curriculum provides an effective balance of activities that are led by adults as well as those that allow the children to make choices. The school is aware that, following the recent building programme, the outdoor space is rather barren and plans are in place to broaden the opportunities for outdoor play. Children's progress is recorded satisfactorily, through ongoing observations.

What the school should do to improve further

- Make better use of marking, assessments and targets to improve standards in writing.
- Develop writing skills and standards more effectively through subjects other than English.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 March 2008

Dear Children

Inspection of West Tytherley Church of England Primary School, Salisbury, SP5 1JX

Thank you very much for giving me such a warm welcome when I visited your school recently. I really enjoyed my day in your school and I was pleased that so many of you talked to me about your work and the things you do in school. I would especially like to thank the members of the school council for agreeing to meet me. I'm really impressed by how much money you have all managed to raise for charity!

Your school is a good school and you make good progress. You are very well cared for and you told me that you feel very safe. You have extremely positive attitudes to school and your behaviour is outstanding. The school organises many different things for you to do and you make the most of these opportunities. Such a lot of you attend one or more of the school clubs and that's really good. You told me how proud you are of your new school building, and rightly so.

Your headteacher leads the school well. She knows what is going well and is good at spotting things that would make it even better. When I looked at your books and your assessments, I found that you do better in reading and mathematics than writing. I agree with the headteacher that the school needs to work on this next. When your work is marked, I have asked your teachers to remind you about your writing targets and tell you exactly what you need to do next to get better. You can help too by always trying your very best when you are writing so that you can be proud of what you achieve. I have also asked the school to give you more opportunities to develop your writing skills through subjects such as science, history and geography, as well as literacy lessons.

I wish you well for the rest of this school year and in the future.

With best wishes

Margaret Dickinson

Her Majesty's Inspector