

# Pewsey Primary School

## Inspection report

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<b>Unique Reference Number</b>	126278
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315470
<b>Inspection dates</b>	15–16 October 2008
<b>Reporting inspector</b>	Michael Barron

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	157
Government funded early education provision for children aged 3 to the end of the EYFS	16
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Tannasee
<b>Headteacher</b>	Matthew Nightingale
<b>Date of previous school inspection</b>	23 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wilcot Road Pewsey SN9 5EJ
<b>Telephone number</b>	01672 562083
<b>Fax number</b>	01672563697

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school set in a rural location in Wiltshire. Most pupils, except those in Year 6, are taught in mixed age group classes. Nearly all pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is slightly above the national average, as is the percentage of pupils with a statement of special educational needs. The school has recently gained revalidation of its Healthy School status and has also received the Active Mark award. The accommodation has been extended and improved since the last inspection. The school role increased in September 2008 with the arrival of a number of pupils from a nearby village primary school which closed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It provides an excellent education for pupils and prepares them very well for the next stage of their education. Standards are exceptionally high and pupils' achievement is outstanding, a much changed picture from that reported by the previous inspection, which then described pupils' achievement as satisfactory and standards as below average. Parents are now justifiably proud of the school. 'An excellent school which has seen fantastic progress over the last few years', being typical of the many very positive comments in parents' questionnaire replies. Underpinning what can only be described as the school's excellent recent improvement is outstanding leadership and management at all levels, plus high quality teaching linked very effectively to an outstanding curriculum which meets the needs of all pupils very well. These are all important factors in ensuring that pupils consistently attain well above average standards. However, the school is not complacent and constantly analyses its performance rigorously to ensure that any gaps in learning are quickly identified so that improvement strategies can be put swiftly in place. It is clear that the school demonstrates an outstanding capacity for further improvement.

The school provides an excellent level of care, guidance and support for pupils and this is the basis for their outstanding personal development and well-being. Good induction and transfer arrangements help pupils settle quickly into new routines. Health and well-being are securely safeguarded and child protection procedures meet current government requirements. Teachers and teaching assistants work very well together to ensure pupils requiring extra help, especially those with learning difficulties, are effectively supported.

Pupils have a strong sense of community and describe their school as a friendly place where everyone gets on very well together, regardless of backgrounds or ages. Pupils feel safe and secure and know there is always someone to turn to if they have a problem. They really enjoy school and this is reflected in their above average rates of attendance, their excellent behaviour and attitudes, their keenness to learn and the pride they take in their work. Pupils take their responsibilities very seriously and fully understand the importance of keeping safe and of the need to make sensible and healthy choices, especially about what they eat. However, whilst the quality of pupils' spiritual, moral, social and cultural development is good overall, pupils' appreciation of the multicultural nature of modern British society is not as well developed as other aspects of their cultural education.

The school's curriculum, an area of concern in the previous inspection, now links different subjects together very well in order to ensure learning is relevant, purposeful and enjoyable for pupils. Teaching is outstanding throughout the school and caters very effectively for the needs of all pupils, including those with learning difficulties. This is a key factor in ensuring that pupils make very good progress in all year groups, regardless of their individual abilities. As a result, pupils presently in Year 6 are well on course to exceed the very challenging targets set for them in the 2009 national tests.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The words of one parent summed up the outstanding quality of provision in the school's Early Years Foundation Stage (EYFS): 'I am very pleased that my child has progressed extremely well both educationally and emotionally in the short time since he joined the school.'

Children get off to a flying start in the EYFS, making excellent progress from overall average starting points because teaching caters exceptionally well for the needs of all, regardless of their abilities. Children often enter the school with less well developed language skills. Even so, the vast majority achieve the expectations in all areas of learning before they join Year 1 and a high proportion do better than this.

Leadership and management of the EYFS are outstanding. The Reception class teacher and her very effective teaching assistant work very well to make sure children thoroughly enjoy their time in school and that lessons effectively blend opportunities for children to learn both independently and with adult direction. The classroom and outdoor area are colourful and exciting places and provide children with stimulating learning environments. Recording of children's progress is very thorough and is used consistently well to plan future work. Staff work very effectively to ensure there is always a very strong emphasis on language development, especially with regard to writing and reading. This ensures that children make rapid progress in developing their language and communication skills during their year in the EYFS.

Progress in children's personal, social and emotional development is outstanding and parents appreciate the high level of care and support their children receive. Even at this early stage in the school year, children are happy to share and take turns whilst joining in lesson activities with enthusiasm. Regular visits to interesting places within the local community are used very well to build up children's growing understanding of the world in which they live.

### **What the school should do to improve further**

- Increase pupils' awareness and understanding of the multicultural nature of modern British society.

## **Achievement and standards**

### **Grade: 1**

Children make outstanding progress in the EYFS and continue to do so throughout the rest of the school because excellent teaching helps them to build very effectively on previous learning. Even so, the school is not complacent and constantly analyses its performance to ensure that any gaps in learning are quickly identified and corrected. As a result, standards are well above average throughout the school and this reflects the outstanding achievement of all pupils, including those with learning difficulties.

The quality of pupils' work in subjects other than English, mathematics and science, both on display and in books, is of a high standard and provides very clear evidence that the school's success is not just restricted to the results of national tests and assessments.

## **Personal development and well-being**

### **Grade: 1**

Pupils say they really enjoy school and this is reflected in their good rates of attendance, with some pupils admitting they miss being at school when they are unable to attend. As one parent put it, 'My children love the place and look forward to the school holidays ending.' Pupils are very polite and show a great deal of respect for adults and each other. They say they feel well cared for and that adults deal quickly with any rare instances of unkind behaviour. They talk about the school's good links with the community and say they enjoy taking part in fund raising activities and the wide range of after school clubs on offer. They are well aware of healthy living issues and have developed a good understanding of the importance of keeping fit. The

school ensures pupils make outstanding progress in developing their literacy, numeracy and information and communication technology (ICT) skills in preparation for the next stage of their education. A wide variety of visitors to the school and visits to places of interest build up pupils' knowledge of the wider world. However, pupils only get limited opportunities to develop their appreciation of the multicultural nature of modern British society. Even so, by the time pupils leave the school, they are articulate and self-confident and are prepared very well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils really enjoy all aspects of school and look forward to lessons. Excellent relationships exist between pupils and staff, and pupils comment that teachers are approachable and friendly and that they feel they always work in their best interests. Classrooms are stimulating places and teachers use a variety of approaches to make lessons interesting and to make sure pupils are actively involved in learning. High calibre teaching assistants work very effectively with class teachers to ensure that pupils of all abilities are provided with appropriate activities and with the help they need to succeed. Lessons are very well structured and enjoyable and pupils say they particularly like it when teachers use interactive whiteboards to reinforce learning. Pupils find teachers' marking very helpful and appreciate that teachers always try to ensure that pupils fully understand how to improve their work.

### **Curriculum and other activities**

#### **Grade: 1**

Pupils really enjoy coming to school because they are provided with activities which meet their needs and interests very effectively. As a result, pupils achieve extremely well because they thoroughly enjoy learning. It comes as no surprise to hear pupils say, 'I like school because teachers make lessons like literacy interesting.' Strong links with the local and wider community help pupils to develop their understanding of the immediate world around them. Regular visits to places of interest and visitors to the school help bring learning alive. Provision for pupils' personal, social and health education is outstanding and ensures that pupils become very well aware of the importance of fitness, well-being and leading a healthy lifestyle. The school provides an excellent range of extra-curricular clubs, which are popular with pupils of all ages and have a very high take-up. These include a range of sporting activities and opportunities for pupils to take part in, for example, gymnastics, cricket and athletics. Provision for pupils with learning difficulties is outstanding and helps this group of pupils make similar progress to all others.

### **Care, guidance and support**

#### **Grade: 1**

There is a very pleasant atmosphere about the school. Parents are very positive in their appreciation of the caring way staff look after their children and comment about the 'friendly and caring' environment the school provides for pupils. The school has worked very hard in recent years to successfully improve the behaviour of a minority of pupils. As a result, behaviour is now excellent and it is hard to imagine that it was once quite different. Well-established systems have been developed to monitor and evaluate the success of decisions taken regarding

pupils' learning. Target-setting is used very well to raise and maintain standards and there are excellent procedures in place to track pupils' progress. This ensures that all pupils receive the help and support they need in order to make the progress they are capable of.

## **Leadership and management**

### **Grade: 1**

The headteacher is a very effective, vibrant, dynamic leader and the driving force behind the school's outstanding improvement since the last inspection. He has worked very effectively with staff, governors and parents to ensure the school has placed pupils' needs at the heart of its philosophy and that 'second best' has never been an option. Comments from parents, including phrases such as 'excellent leadership' and 'education of the highest calibre', neatly sum up the school's drive for excellence. Governors make an outstanding contribution to the way the school is run and are well aware that the school is looked upon as being at the heart of the local community. They are fully involved in all aspects of school life, including its strategic management and development. Parents comment that they are much better informed and involved with the school than at the time of the last inspection and are encouraged to take an active part in their children's education. The school is very well resourced and uses these resources very effectively to enhance learning. Partnerships with others and links with external agencies are outstanding and used very effectively to enhance pupils' learning and support pupils' well-being.

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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?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

17 October 2008

Dear Pupils

Inspection of Pewsey Primary School, Pewsey, SN9 5EJ

- Thank you for welcoming us to your school this week. Everyone was very friendly and helpful and we soon realised why you all like your school so much and why so many of you really do not want to leave when you are older. We totally agree with your parents who told us they feel that Pewsey Primary is an outstanding school and gives you a fantastic start to your education. Here are just a few of the things we particularly like about your school:
- Your teachers always try to make lessons really interesting and this helps you to make outstanding progress and reach high standards.
- You really enjoy everything about your school, especially taking part in the wide range of activities provided for you nearly every day after school.
- Your personal development is outstanding; your behaviour in school is excellent and you are all very friendly, caring and polite.
- Your headteacher, teachers and governors lead and manage the school excellently.

We believe your headteacher and teachers can do something to make your school even better.

- We have asked your teachers to help you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds than your own.

You can help your school to get even better by continuing to work hard.

We wish you the very best for the future.

Yours sincerely

Michael Barron Lead inspector