

Whiteparish All Saints Church of England Primary School

Inspection report - amended

Unique Reference Number	126419
Local Authority	Wiltshire
Inspection number	315538
Inspection date	2 December 2008
Reporting inspector	Janet Sinclair

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	110
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Gwen Troke
Headteacher	Carol Kite
Date of previous school inspection	28 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Common Road Whiteparish Salisbury SP5 2SU
Telephone number	01794 884420

Age group	4–11
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Fax number

01794 884420

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Amended Report Addendum

Report amended due to Ofsted notification

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

There is a range of individual attainment on entry to this small school. Most children begin school with skills at least at the level expected. As a result of the school's small size, some year groups are combined in mixed-age classes. The proportion of pupils with learning difficulties and/or disabilities is low. These pupils' needs are varied and include moderate learning and speech and communication difficulties. Pupils are mainly White British. A few pupils are from minority ethnic backgrounds and a small number are at an early stage of learning English as an additional language. The headteacher retires in December. The deputy headteacher will be the new headteacher. Several teachers have joined the school recently. The school has the Active Mark.

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. It has some outstanding features. It is a very happy school where pupils receive exceptional care and excellent curricular enrichment. As a result, their personal development is outstanding and this is evident in their very good attitudes to work and excellent behaviour. The headteacher is passionate about providing pupils with a high quality learning experience that will set them up for life. Parents know this and fully appreciate what the school does. These comments sum up the views of most parents: 'we are very fortunate to have such a caring, well-managed and successful school in our village' and 'the school does exciting things such as the Christmas Challenge and visits to interesting places'. All staff and governors work well as a team to promote the best interests of pupils and their families.

Children in the EYFS get off to a good start due to effective provision and high quality care. They make good progress so that almost all achieve a good level of development by the time they start in Year 1. Pupils achieve satisfactorily in Key Stage 1, given their starting points and capabilities. Teaching is sound in Key Stage 1. It is well planned and organised. However, it does not always fully challenge pupils of all abilities through effective questioning or good match of work to their needs. Pupils make good, and sometimes very good, progress at Key Stage 2. Very effective teaching for pupils in Years 5 and 6 contributes significantly to their good achievement.

Standards are above average overall although the natural variations found in small year groups result in some fluctuation in standards. Within the small year groups, there is often a wide range of individual needs including some pupils with learning difficulties. The school works hard to address each individual pupil's needs through very rigorous ongoing tracking of their attainment and progress. This also enables the school to identify weaknesses in pupils' performance. The success of this is seen, for example, in the way in which the school has tackled weaknesses in writing through a sharper focus on the knowledge and skills required for specific styles of writing and ensuring pupils acquire them. Pupils across the school are involved well through effective marking and clear targets for their learning, which help them to improve their work.

Pupils' outstanding personal development is clearly demonstrated in their mature attitudes to work, their ability to study independently and the many responsibilities they accept such as being prefects and school councillors. The curriculum is good with interesting activities to engage pupils' interests. However, it is not always planned well enough in subjects other than English, mathematics and science to meet the needs of all ability groups within either the single or mixed-age classes, and this limits pupils' progress. A wide range of visits and visitors, and the teaching of modern foreign languages enrich the curriculum very well.

Leadership and management are effective. The school has a good understanding of its strengths and weaknesses and works hard to address the latter. New staff are well supported by subject leaders, enabling them to settle into school routines and know the school's expectations quickly. The headteacher has worked very hard to ensure a smooth transition to the new leadership on her retirement having gradually handed over the reins to her leadership team. The school has maintained its good provision from the last inspection and has hugely extended pupils' involvement in improving their own work. All of this indicates a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The excellent induction children receive helps them to settle very well and quickly become confident learners. Teaching is good and ensures that children are provided with exciting and relevant learning activities to meet their differing needs and interests. The teacher monitors children's progress very carefully to ensure they all keep up. Good use is made of the outdoor area to extend children's range of experiences. The welfare of children is promoted extremely well in a safe and secure environment. As a result, all children, including those who are vulnerable, thrive. By the end of the Reception Year, most children reach at least the level expected in all areas of learning and a good proportion exceed them. Through the activities the children choose themselves, they have good opportunities to fully explore their environment. They thoroughly enjoy this and gain good independence. However, sometimes the level of challenge and the opportunities to fully extend the children's language skills are not sufficiently planned.

What the school should do to improve further

- Ensure that teaching always challenges all pupils in Key Stage 1 through effective questioning and good match of work to individual needs.
- Improve planning for subjects other than English, mathematics and science, so that it caters for the spread of ages and abilities within each class more fully.

Achievement and standards

Grade: 2

In the 2008 assessments for pupils in Year 2, standards were above average in writing and average in reading and mathematics. This was a disruptive year for many pupils in Year 2 with staff illness and a change of teacher. However, they made satisfactory progress overall given their starting points and capabilities. They made good progress in their writing because of regular assessments and clear targets for the next steps in their learning. Progress across lower Key Stage 2 is mainly good although satisfactory for mathematics. The school groups pupils by ability for mathematics and has introduced a new mathematics scheme in order to accelerate progress. Older pupils make good and sometimes very good progress in English, mathematics and science. Provisional results show standards were well above average in the national tests in 2008. The small number of pupils with learning difficulties and those with English as an additional language are well supported and make good progress. Currently progress is satisfactory overall in Key Stage 1 and good, and sometimes very good, in Key Stage 2.

Personal development and well-being

Grade: 1

Pupils behave extremely well and have excellent attitudes to school and learning and this is reflected in their good attendance. They have high self-esteem, a strong sense of right and wrong and confidently support each other both socially and in lessons, reflecting their strong spiritual, moral, social and cultural development. Pupils fully value each other's contributions. For example, in the enrichment activity, 'The Eurostar Express', pupils from different age groups work together in teams to make a product. Older pupils knew that they had to use the ideas of their entire group in order to increase their chances of winning. They have a strong sense that they 'can do and achieve' because of their involvement in a wide range of activities.

Pupils are very clear about what constitutes a healthy lifestyle and enjoy the many opportunities for exercise, including Healthy Heart activities and sporting clubs. They make an effective contribution to the community through the school council and support for a variety of charitable causes such as Seeds for Africa. The good standards attained in English, mathematics and science, together with their many very good personal attributes, prepare pupils very well for their future economic well-being. In addition, pupils develop their enterprise skills very effectively through activities such as the initiative where pupils helped to raise money for a school building project.

Quality of provision

Teaching and learning

Grade: 2

Teaching at Key Stage 2 is good and sometimes excellent because teachers plan and organise lessons very well, fully challenge pupils through effective questioning and successfully engage and motivate them to give of their best. Effective target setting and marking, including peer marking, ensure pupils are clear about what they need to do to improve their work. Pupils are given good opportunities to collaborate with each other in order to solve problems and reflect on their ideas. Lessons are conducted at a good pace ensuring pupils' interest and motivation are sustained. Teaching assistants make a good contribution to pupils' learning through their effective support for small groups.

Teaching is satisfactory with some good elements at Key Stage 1. Lessons are well planned and organised and activities are purposeful so that children are engaged in their learning. However, there is not always a close enough match of work to pupils' needs. Questioning does not always challenge pupils' thinking or extend their ideas. Marking is consistent across the school and helps pupils to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and provides a broad range of experiences. It includes two modern foreign languages for all Key Stage 2 pupils and individual or small group, music lessons for most pupils within this key stage. Information and communication technology (ICT) is used well to support learning. For example, web investigations form part of the learning opportunities in history. Planning for subjects other than English, mathematics and science does not ensure that the curriculum fully meets all pupils' needs in all classes. An excellent range of visits and events such as Enrichment Activity weeks enhance the curriculum. Teachers make particularly good use of the local area. There is good attention to health and safety through, for example, Keeping Safe week and visits from the dental nurse. The curriculum contributes a good deal to pupils' outstanding personal development and well-being.

Care, guidance and support

Grade: 1

The school provides excellent care and guidance for its pupils. There is very good attention to safeguarding pupils through the robust systems in place. All staff know pupils very well as individuals and provide outstanding pastoral care. Relationships are excellent and staff are very approachable. As a result, pupils feel safe from bullying and confident of adult support should they need it.

The school tracks pupils' progress conscientiously and ensures that any pupil in danger of falling behind is very well supported. This ensures that only exceptionally do pupils not make at least the expected progress. Pupils have clear targets for their learning, which they use well to help them improve. At Key Stage 1, they assess how well they are doing by using a 'thumbs up' or 'thumbs down' sign. At Key Stage 2, they mark and comment thoughtfully on each other's work.

Leadership and management

Grade: 2

The headteacher provides excellent pastoral leadership with a very firm emphasis on ensuring all pupils reach their full potential in the most purposeful manner possible. Enthusiastic subject leaders provide effective support for new staff. They regularly monitor the work of the school and ensure initiatives, such as the new mathematics scheme and writing assessments, are implemented and their effectiveness evaluated. Self-evaluation is accurate. The school knows its strengths and weaknesses well and acted quickly to ensure continuity in pupils' learning given some recent unsettled staffing and financial constraints.

Good monitoring of teaching and learning enables the school to identify clearly what needs to be done to bring about further improvement. The school improvement plan is detailed and ensures all staff and governors are clear about the school's priorities. This is supplemented well by subject leaders' action plans. However, sometimes the success criteria are too general and this makes it difficult to clearly measure the effectiveness of some initiatives. Governors are fully supportive of the school. Through their committees and close involvement in its work, they act as critical friends and colleagues. Excellent links with parents ensure that all work in partnership to promote children's well-being. Community cohesion is promoted well, developing pupils' awareness of the local and wider communities. The school has good links with the local community and the church. Links with the wider community include working with pupils from an Inner London school, celebrating the Olympic Games and exploring Chinese culture as part of improving pupils' knowledge of the wider world.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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 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?	1

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

3 December 2008

Dear Pupils

Inspection of Whiteparish All Saints Church of England Primary School, Salisbury, SP5 2SU

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so very friendly and helping us with the inspection. We really enjoyed talking with you, including our meeting with the school council. We found out that you are very enthusiastic about all school activities. Your parents think that you go to a good school and we agree. It also has some outstanding features.

- Here is a list of some of the things that the school does really well.
- Your headteacher and all the staff are dedicated to ensuring your school is a happy, safe place where you can work hard and do your best.
- You make good progress in English, mathematics and science at Key Stage 2. This is because your teachers make lessons interesting and fun and monitor your progress very carefully.
- You thoroughly enjoy school, especially the teaching, sports clubs, visits and special events.
- You are extremely well cared for and, in turn, are caring, kind and supportive of each other.

Every school has something it could do better, so this is what we have asked your school to do to help you learn even more.

- Make sure that planned activities fully challenge you in subjects other than English, mathematics and science.
- Help you to do better at Key Stage 1 by ensuring work is always well matched to your needs and teachers' questioning fully challenges you in lessons.

With very best wishes

Yours faithfully

Janet Sinclair Lead inspector