

Woodborough Church of England Aided Primary School

Inspection report

Unique Reference Number	126421
Local Authority	Wiltshire
Inspection number	315539
Inspection date	5 June 2008
Reporting inspector	Peter Clifton

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	4-11
Gender of pupils	Mixed
Number on roll	
School	149
Appropriate authority	The governing body
Chair	Deborah Rees
Headteacher	Sarah Brewis
Date of previous school inspection	26 April 2004
School address	Broad Street Pewsey SN9 5PL
Telephone number	01672 851305
Fax number	01672 851305

Age group	4-11
Inspection date	5 June 2008
Inspection number	315539

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school with six classes. Situated in a small village, most pupils attend from the immediate locality and a minority come from further afield. Nearly all pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is well below average. The school has been successful in gaining several awards, including Healthy Schools, Basic Skills, Activemark and Artsmark gold.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Woodborough Primary is a good school. Many areas of the school's work are outstanding reflecting the headteacher's excellent leadership. Self-evaluation and planning for improvement are robust and leaders have accurately identified where improvements need to be made. Currently, the school is well focused on developing pupils' writing skills. Although action taken through developing the curriculum has already led to rapid improvement, leaders rightly recognise that there is more to do to raise standards further. The school is exceptionally well placed to improve.

Standards are above average and achievement is good, mainly because of pupils' very positive attitudes, good teaching and the excellent curriculum, which is highly innovative and regularly reviewed. Leaders and governors are highly focused on raising achievement while maintaining a strong Christian ethos. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils greatly enjoy their time here, their behaviour is exemplary and their attendance is high. This reflects the excellent level of care provided and the concern staff show for individual children. Provision in Reception is good and children are very well prepared to start the National Curriculum in Year 1. Both adults and the pupils are very proud of their school, which is shown in the many good quality displays of the pupils' work. Parents' comments are very largely positive and many recognise the excellent work of the headteacher and value the friendly and approachable staff. They comment on the exceptional level of care and support, which ensures that pupils feel very safe. Typical comments that summed the school up well were, 'The school values are genuinely lived on a day-to-day basis. '; 'Extra activities add to the sense of excitement and interest.' and 'The school is a great place to learn.' Pupils also are very complimentary and say, 'School is brilliant.' They say they have to work hard, but enjoy lessons. One pupil commented, 'Every day is different and a special day.'

The headteacher has developed a strong team of staff who are excellent role models. Relationships across the school are very positive. Teachers create a friendly atmosphere for learning in all classes while expecting the pupils to do their best. There are many good opportunities for pupils to develop their speaking and listening skills such as through drama and discussion. The pupils enjoy using interesting and unusual words. Pupils know what they need to do to improve because they have targets that they use regularly, particularly in writing. Consequently, many pupils are now making good and sometimes outstanding, progress. They make good progress in developing basic skills and are well prepared for the future.

The pupils have an exceptionally strong grasp of their rights and responsibilities and an outstandingly clear voice in the school. They express their views with great confidence and clarity, discussing, for example, why they should walk or cycle to help prevent climate change. Large numbers of pupils join in with the extensive range of extra-curricular activities. The school is a very healthy community. Pupils have a keen awareness of the benefits of a healthy diet and really like sport.

Effectiveness of the Foundation Stage

Grade: 2

Children are given a good start in the Reception class. They come to school with skills that are generally in line with expectations for their age. They make good progress in all areas of learning, but especially in speaking and listening and in their personal, social and emotional development.

Children show a good grasp of vocabulary and use this confidently, for example, when they write and talk about their 'special place'. They show a good awareness of which foods are healthy, knowing, for example, that fruit is good for you. They take turns and share well when using the computer. Outdoor learning has been improved recently through the addition of a covered area. However, leaders have rightly identified that further development is required to enrich learning in this area.

What the school should do to improve further

- Implement the plan to improve pupils' writing skills across the school.
- Develop outdoor learning in the Foundation Stage.

Achievement and standards

Grade: 2

Children achieve well in Reception and, by the time they enter Year 1, nearly all attain the expected level for their age, with a significant number exceeding this. In 2007, Year 2 pupils reached well above average standards. Standards in reading, writing and mathematics were well above average. Current standards are similar and leaders have worked successfully to maintain or increase the numbers of pupils reaching the higher levels. Year 6 results in 2007 show that standards were well above average overall. Standards in mathematics and science were high with those in English being above average. The reason for this difference was because too few pupils reached the higher level in writing. The current Year 6 pupils are on track to meet challenging targets and improve markedly on the proportions of pupils attaining Level 5 in writing. The school's tracking shows that most pupils have made good progress over the past year. Those with literacy difficulties are making good progress because of the effective guidance and support provided.

Personal development and well-being

Grade: 1

Nearly all pupils really like coming to school. They are proud of what they achieve both individually and as a class. This can be seen in their well presented work and the class 'our year so far' books. Reception children confidently talk about what they are doing. They work and play well together.

Pupils' spiritual and moral development is outstanding because of the plentiful opportunities for them to reflect on their own and other people's lives through themes such as trust and courage. They sing enthusiastically in assembly and respond well to prayer. Arriving punctually to school, pupils mingle together happily in the morning looking forward to the day's activities. They say this is because they do so many different things. Pupils enjoy having their say through the school council, which they run themselves. They are knowledgeable about recycling and looking after the environment. At break times, the pupils are very active in the spacious field. They enjoy each other's company when playing together or socialising in the quiet areas. Pupils have a keen understanding of why they should eat healthily and say they 'don't eat junk food'. They talk enthusiastically about sporting opportunities available and turn up regularly in large numbers.

Quality of provision

Teaching and learning

Grade: 2

Teachers promote strong relationships and manage the pupils very effectively. Consequently, pupils are very happy and settled in class. Pupils are very keen to answer questions or give their opinions. Lessons provide a rich learning environment because of the good variety of different learning opportunities and many practical approaches. Teachers successfully encourage the pupils to use adventurous vocabulary through discussion. Lessons are planned well, catering for the needs of different pupils, with previous learning carefully reviewed. However, leaders have rightly identified that on a few occasions, the work given is not sufficiently challenging. When this happens, the pace of learning slows. A good feature of lessons is the way in which the pupils help each other and work together such as when sharing a book. Good independence in learning starts well in Reception and is built on effectively through the rest of the school. Teaching assistants make a valuable contribution in helping with pupils with literacy needs.

Curriculum and other activities

Grade: 1

The curriculum offers a rich learning experience for pupils with a very good balance between the development of basic skills and creative subjects such as art and music. The school's Christian ethos is reflected well in themes and topics and through assemblies. Wide coverage of global and environmental issues ensures the pupils have a very good awareness of other cultures. Special events such as the 'science day' are much appreciated by the pupils. The school uses the expertise of parents and other adults well, for example in providing modern foreign language teaching and the living willow sculptures in the school grounds. Recent changes to the curriculum to improve writing have been highly successful and are improving pupils' progress. Pupils' enjoyment is greatly enhanced by an excellent range of trips and visitors coming into the school. The success of the school's vibrant curriculum can be seen in the high quality artwork and displays across the school. In the Foundation Stage, there are good opportunities for the children to choose activities for themselves. However, the variety of activities currently available in the outside area is limited.

Care, guidance and support

Grade: 1

The school provides pupils with an excellent level of care that underpins their outstanding personal development. It has created an environment where pupils feel exceptionally safe and it has robust procedures that meet statutory safeguarding requirements. The school has very strong links with external agencies, which provide expert advice and support to help pupils with specific literacy needs. In addition, all staff have been trained to ensure that pupils with particular needs can be identified early and help provided. Good checks are in place to ensure that pupils are safe using the Internet.

Children settle quickly in the Foundation Stage because of the very good links with parents and pre-school providers. Children in Reception have well written targets to guide their learning which they understand. Pupils across the school have a good understanding of their targets, which they know well and use frequently to check on their own progress. The standard of

marking is consistently good throughout the school. The pupils use the comments made to help them improve their work.

Leadership and management

Grade: 1

The headteacher, with excellent support from governors and other leaders, has ensured that there remains a relentless focus on the pursuit of progress and improving standards. The exceptional caring ethos is the result of a strong drive by the headteacher and governors. New initiatives, for example in writing, have been introduced with great care and are eagerly taken on by all staff because they can see the benefits for their children. Self-evaluation is both accurate and thorough and involves all staff. The school has a very effective plan for improvement that accurately identifies all the areas for development and provides a clear way forward. The success of this is significantly improving standards and strengthening pupils' progress. Teaching staff are set and are currently meeting very challenging targets, which reflect leaders' high expectations. The governors are highly perceptive and bring a wide range of skills to the school. They have a very clear grasp of the strengths and areas for development and often challenge to seek improvements in practice.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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	1

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 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	2

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?	1
How well are learners cared for, guided and supported?	1

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?	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 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	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

Text from letter to pupils explaining the findings of the inspection

6 June 2008

Dear Pupils Inspection of Woodborough Primary School, Pewsey, SN9 5PL

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you a good education and has some excellent features such as the care, guidance and support you receive and the curriculum offered. Teaching is good and you are making good progress. Leadership of your school is outstanding.

What we most liked about your school:

- Your headteacher and other leaders are making changes that are helping you to improve your work considerably.
- You enjoy school greatly, have very positive attitudes to learning and your behaviour is outstanding.
- You settle quickly in Reception.
- There are excellent opportunities for you to say what you think about school and help to make it better.
- There are very strong links with your parents or carers.
- The school ensures you are very safe and secure.
- Teachers make sure you have many interesting activities to help you to learn.
- You have well written targets to ensure that you understand what you need to do to get better.

We have asked your headteacher and others to do these things:

- Make further changes to help you improve your writing skills.
- Develop outdoor learning for Reception children.

With your hard work and help, we think that your school will continue to improve.

Yours sincerely

Peter Clifton Lead inspector

Annex B

6 June 2008

Dear Pupils

Inspection of Woodborough Primary School, Pewsey, SN9 5PL

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you a good education and has some excellent features such as the care, guidance and support you receive and the curriculum offered. Teaching is good and you are making good progress. Leadership of your school is outstanding.

What we most liked about your school:

- Your headteacher and other leaders are making changes that are helping you to improve your work considerably.
- You enjoy school greatly, have very positive attitudes to learning and your behaviour is outstanding.
- You settle quickly in Reception.
- There are excellent opportunities for you to say what you think about school and help to make it better.
- There are very strong links with your parents or carers.
- The school ensures you are very safe and secure.
- Teachers make sure you have many interesting activities to help you to learn.
- You have well written targets to ensure that you understand what you need to do to get better.

We have asked your headteacher and others to do these things:

- Make further changes to help you improve your writing skills.
- Develop outdoor learning for Reception children.

With your hard work and help, we think that your school will continue to improve.

Yours sincerely

Peter Clifton
Lead inspector