

# Woodborough Church of England Aided Primary School

Broad Street, Pewsey, Wiltshire, SN9 5PL

**Inspection dates** 19–20 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In mathematics, standards have been well above average for the last five years at the end of Year 2 and Year 6.
- Standards in English have been consistently above average for the last five years at the end of Year 2 and Year 6.
- Children make a good start to their school life in the Early Years Foundation Stage, especially in learning their letters and sounds.
- Teaching is consistently good, with strengths in the teaching of mathematics, which over time is outstanding. Classroom assistants make a strong contribution to the fact that all groups of pupils make consistently good or better progress.
- Pupils' behaviour is exemplary both in lessons and around the school. Pupils feel extremely safe in school and this is supported by all parents who completed Parent View.
- The headteacher, senior leaders and staff work as a highly effective team. They have maintained the strengths identified at the last inspection and have improved pupils' writing since then, especially the number reaching Level 5 at the end of Year 6, together with improving the outdoor area for children in the Early Years Foundation Stage.
- The governing body supports the school extremely well and members have a good understanding of the school's performance.

### It is not yet an outstanding school because

- Although good, achievement in reading is not as high as in writing and mathematics because not as many pupils reach the higher Level 5.

## Information about this inspection

- Inspectors observed 15 lessons, eight of which were with the headteacher. In addition, they heard pupils read, looked at pupils’ work and dropped in on all classes.
- Inspectors met with the senior leadership team, the special educational needs coordinator, the Early Years Foundation Stage leader, the Chair of the Governing Body and eight other members, a representative from the local authority, the school council and a group of pupils from Year 6.
- They looked at a range of documentation, including that for safeguarding, school checks and improvement planning, the school’s current data showing pupils’ progress and records of visits made by the local authority.
- Inspectors took account of the 33 responses to the on-line questionnaire (Parent View). They took into account the 20 questionnaires returned by staff.

## Inspection team

David Curtis, Lead inspector

Additional Inspector

Shahnaz Magsood

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- In the mornings, pupils are taught in seven single-age classes. In the afternoons, in Key Stage 2, they are taught in three mixed-age classes made up of Years 3 and 4, Years 4 and 5 and Years 5 and 6.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is well below average. In some year groups, no pupils are eligible.
- The proportion of pupils on the school's register of special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- There are no pupils who receive any form of alternative provision.
- There is a privately-run breakfast club which was not part of this inspection.

### What does the school need to do to improve further?

- Raise achievement in reading from good to outstanding by:
  - giving pupils individual targets in order to help them to read more often and understand their next steps to become Level 5 readers by the end of Year 6
  - ensuring teachers plan clear next steps for each group at the end of guided-reading sessions.

## Inspection judgements

### The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage overall, but outstanding progress in learning their letters and sounds. Their knowledge and understanding of 'digraphs', 'trigraphs' and 'phoneme buttons' is very impressive.
- In Years 1 to 6, pupils build successfully on their early reading skills and become confident and fluent readers. By the end of Year 6, standards are above average, but not well above average because not enough pupils reach the higher Level 5. A number of pupils do not read often enough, especially at home.
- Standards in writing have improved significantly since the last inspection, with pupils reaching well above average standards by the end of Year 6 because of the number achieving Level 5. Standards of spelling, grammar and punctuation are very good and pupils take care and pride with their handwriting. They have good imaginations as is shown, for example, in Year 6 where pupils wrote delightful poems based on *Silver* by Walter de la Mare. In Year 5, pupils showed good skills in note taking to look at the key features of *The Highwayman*.
- Achievement in mathematics is outstanding and standards are consistently well above the national average. Pupils use their key skills of calculation and knowledge of times tables extremely well to solve problems. In Year 3, pupils made good progress in a lesson where they explored symmetry. In Year 6, pupils showed good skills in using tables and graphs to convert metric measures into imperial measures.
- Disabled pupils and those with special educational needs make similarly good or outstanding progress as other pupils because they are helped especially well in lessons by classroom assistants.
- Although very few in number, pupils eligible for the pupil premium make good and outstanding progress. Their average point scores in English and mathematics show that they do at least as well as other pupils in the school, and significantly better than the similar group nationally.

### The quality of teaching is good

- Over time, teaching is consistently good and outstanding in mathematics. Teachers have very good subject knowledge and make very effective use of interactive whiteboards to introduce new learning and/or enthuse pupils. For example, in Year 4, the teacher made very good use of a video clip from a *Harry Potter* movie to develop pupils' use of adjectives linked to imaginary worlds.
- Teachers' planning is a strength, with work matched closely to the individual learning needs of pupils. Teachers use classroom assistants extremely well to ensure that disabled pupils and those with special educational needs, and those eligible for the pupil premium, make at least good progress in lessons. In Year 1, for example, the classroom assistant was very effective in working with a small group of boys on sequencing pictures from the story of *Little Red Riding Hood*, but then moving them on to choosing their own activities.
- The teaching of letters and sounds is outstanding and this leads to children's rapid progress in the Early Years Foundation Stage which continues in Years 1 and 2. Teaching of reading is not outstanding in Key Stage 2 because teachers, at the end of guided-reading sessions, do not focus enough on the key skills that each group needs to be taught in the next session in order to improve their reading further.
- Teachers' marking is good, with significant strengths in telling pupils not only how well they are doing but also what they must do in order to improve their work. Pupils have individual targets in mathematics and writing, and pupils say how much they like these, especially in knowing, for example, how they can move from Level 4a to Level 5c. However, they do not have such targets in reading and pupils are therefore less sure as to how they can reach the higher levels.
- Classroom assistants support teachers' checking-up on pupils' progress particularly well. For

example, at the start of lessons, they make notes of the individual contributions made in question and answer sessions and these are added to the teachers' planning. As a result, teachers can then amend their planning for the next lesson, if required, to pick up on any issues identified by the classroom assistant.

### **The behaviour and safety of pupils** are outstanding

- In the Early Years Foundation Stage, children are happy, secure and very confident in the day-to-day classroom routines. Their behaviour is excellent and they show real enjoyment of learning. They have extremely good relationships with each other and with the adults they meet.
- In Years 1 to 6, behaviour over time and in lessons and around the school is exemplary. Pupils are polite, friendly and very welcoming. At lunchtime, they showed exceptionally good manners by inviting inspectors to join them and in offering to take their plates and cups away.
- 'It does not happen here.' This was the response to an inspector's question about bullying in school. Pupils are very aware of the different forms of bullying, including verbal, physical and cyber. They feel very safe in school and have absolute confidence in knowing they can talk to their teacher or headteacher if they have worries or concerns. All parents who completed Parent View agreed that the school keeps their children safe.
- The school council is very effective in supporting the day-to-day life of the school and is very proactive in fundraising, including for national charities and a school in Africa. Pupils in Year 6 are very good at looking after and helping younger children, for example in the dining hall.
- Attendance is above average and pupils are punctual.

### **The leadership and management** are good

- The headteacher, ably supported by the deputy headteacher, senior leaders and all staff, has been very successful in maintaining all of the positive features identified at the school's last inspection in 2008. As a team, they have addressed the two main issues from the previous inspection by improving the outdoor learning area for children in the Early Years Foundation Stage and in raising achievement in writing.
- School self-evaluation is accurate and the headteacher's judgement that the quality of teaching is good is confirmed by inspectors. School improvement planning is aimed at improving further the quality of teaching and raising pupils' achievement, including reading.
- Staff morale is very high, as confirmed by the staff questionnaires. Teachers and classroom assistants work as highly effective teams in supporting pupils' learning. Pupils are treated equally and there is no significant gap in the performance of any groups. Staff do not tolerate discrimination in any form.
- Funding for pupils entitled to the pupil premium is spent wisely, through providing additional small group or one-to-one support for the few pupils entitled to this funding. These pupils achieve as well as, or better than, other pupils in the school and much better than similar pupils nationally.
- Nearly all staff are at the top of their salary scales but they have targets to improve pupils' progress as part of the management of their performance as teachers. Staff take part in regular training in order to maintain and improve their work in the classroom.
- The local authority provides light touch support for the school because over time it shows that it has very effective capacity to maintain and improve on its performance.
- Teachers give pupils a wide range of good quality opportunities to promote their spiritual, moral, social and cultural development. The use of specialist teachers for physical education, music and Spanish is valued and enjoyed by pupils.
- **The governance of the school:**

- Governors have a strong awareness of the school’s performance. They challenge senior leaders to ensure that all groups of pupils make the best possible progress. Members know how the pupil premium funding is spent and its impact on how well these pupils perform. They know that, while most staff cannot progress any further on the salary scales, it is still important that the management of staff performance is linked closely to pupils’ progress. Governors benefit from regular training. They make very good use of their visits to school to gain an accurate view of the school’s strengths and areas for improvement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126421
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	403606

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Kendall
<b>Headteacher</b>	Sarah Brewis
<b>Date of previous school inspection</b>	5 June 2008
<b>Telephone number</b>	01672 851305
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