

All Cannings Church of England Primary School

Inspection report

Unique Reference Number	126296
Local Authority	Wiltshire
Inspection number	328480
Inspection dates	24 June 2009
Reporting inspector	Mike Burghart

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	118
Appropriate authority	The governing body
Chair	Paula Camp
Headteacher	Richard Borman
Date of previous school inspection	10 July 2006
School address	Chandlers Lane All Cannings Devizes SN10 3PG
Telephone number	01380 860676
Fax number	07043 301025

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and, in doing so, investigated the following issues.

- The success of the school's initiatives to raise standards in writing, especially for more able pupils in Key Stage 1.
- The impact of the introduction of a wider range of techniques to assess pupils' progress and learning.
- The effect of the work of staff as curriculum coordinators on the development of a thematic curriculum.
- The capacity of the new leadership to take the school forward.

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

Description of the school

This is a small school serving a rural area. Virtually all pupils are of White British heritage and all are fluent in English. The proportion of pupils with learning difficulties and/or disabilities is broadly average, but the proportion with a statement of special educational need is above average. The school makes provision for children in the Early Years Foundation Stage, with Reception children taught in a class alongside Year 1 pupils. The headteacher has been in post since January 2009.

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 is extremely successful in promoting pupils' personal as well as academic development. Pupils are keen to learn, responding particularly well to excellent care and support from teachers and their assistants. Parents are overwhelmingly supportive of the school. 'This is a fantastic place where my children are treated with respect. I couldn't want for more for them!' is a typical parental comment. Pupils are adamant that they are listened to and given every opportunity to take responsibility. They make a strong contribution to the school, acting as monitors and helping to negotiate rules and routines. A real strength is how older pupils support younger ones. For example, Year 6 play leaders make a substantial contribution to everyone's enjoyment and behaviour at lunchtime and to the school's much valued family atmosphere. Relationships at all levels are excellent and underpin the atmosphere of trust where pupils are not afraid to make mistakes and learn from them.

The basis for the school's outstanding ethos is laid in Reception where provision is outstanding. Children settle in quickly and soon learn to take turns, share, and be considerate. Pupils and staff in all classes clearly enjoy being at this school. It is little wonder that attendance is well above average.

Children make consistently good progress in Reception, from levels that are broadly as expected when they start school, in all areas of learning. There is notable success in personal, social and emotional development and communication, language and literacy skills. Over the last three years, the value the school has added to pupils' attainment has been significantly better than average, with particularly strong progress in Years 3 to 6. In 2008, there were signs that potentially more able pupils did not do as well as could be expected for their ability by the end of Year 2. The school has taken determined action to overcome this. School records, pupils' books, and lessons observed show that initiatives have been successful and that currently standards are above average. Pupils' achievement is at least good across the school with some exemplary elements. For example, there are strengths in speaking and listening skills, problem solving and investigative mathematics and science. These are the direct result of the school's success in encouraging pupils to research and show independence and initiative. Standards at the end of Year 6 are usually well above average and are likely to be so this year with pupils on track to achieve targets that are appropriately challenging.

Pupils are particularly well prepared for future study and life in general. The school has identified a relative weakness in writing, where too few pupils have reached above average levels. It has successfully introduced new planning, resources and more rigorous analysis in order to show how improvements can be made. These have been translated into clearer learning objectives and individual targets for pupils and are beginning to make a difference to the quality of their work.

Improvements, to what was already a very effective curriculum, are providing strong links between subjects. Planning identifies skills that need to be guaranteed and provides opportunities to use and extend literacy and numeracy skills other than simply in English and mathematics lessons. Consequently, pupils' interest levels are

high. Pupils appreciate the relevance of what they are learning, for example capitalising on word processing and internet research skills to extend their writing. Years 5 and 6 persuasive writing in brochures about the attractions of Wiltshire, Years 3 and 4 evidence about evacuation in the Second World War, and Years 1 and 2 stained glass windows are excellent examples of how a thematic approach pays dividends. The curriculum is much enriched by the introduction of French (pupils' interpretation of the story of Noah 'en Francais' is a treat!) and Spanish. There is a good range and number of visits and visitors, and strong links with the local community and church. Clubs and activities are popular, well attended and are well used to extend learning. For example, the boys' choir, which involves nearly all the boys in the school, makes an amazing contribution not only to music but to the non-faith aspects of spiritual development. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils are happy to work and play with just about anyone and have a clear sense of right and wrong. They have a very good awareness and understanding of local cultures and a growing appreciation of international differences. The school's promotion of community cohesion is good, but links with other areas of the United Kingdom are only just being forged and pupils do not know enough about contrasting lifestyles in our multicultural society.

Throughout the school, outstanding teaching gives excellent support to pupils' learning. Planning very effectively takes into account different ability and age groups in the same class. High quality questioning skilfully draws pupils into discussions and ensures that they have to reason before responding. Lessons move with good pace and work is interesting and enjoyable. Support for those with learning difficulties and/or disabilities is excellent, enabling such pupils to be fully involved in all activities and to make outstanding progress. There is a very strong partnership with outside agencies, such as speech therapists, and with parents who are kept well informed about their children's progress.

The school takes excellent care of pupils. Safeguarding and support procedures are robust and effective. Unsurprisingly, pupils are keen to say they feel safe. The Healthy School and Activemark awards show the school's success in promoting pupils' awareness of healthy lifestyles. Pupils respond with an eagerness to act responsibly, for example as part of the school and eco councils, and with outstanding behaviour in and out of class. Their positive attitudes do themselves and the school credit. Although the school sees it as an area for further development, the use made of assessment to sustain standards and identify where improvements can be made is effective. Pupils are given good advice and through teachers' careful marking are aware of what they need to do to reach higher levels. Pupils are being given good opportunities to play an active part in the assessment process, for example through the use of talking partners to evaluate their own and others' work.

The headteacher has very effectively built on the school's well established strong track record. Self-evaluation is incisive and has accurately identified what will take the school further forward. Middle managers make a good contribution to the school's educational direction. Developing their opportunities and expertise in terms of analysing data and making more use of assessment to sustain standards already form part of the school's development planning.

Staff and governors make a very strong team. Under the outstanding leadership of the headteacher, they make the most of personnel, finance, resources and the excellent building and site to support pupils' progress. Decisions are evaluated in terms of their impact on learning and there is a clear focus on the 'whole child'. The school is in an excellent position for even further development.

Effectiveness of the Early Years Foundation Stage **Grade: 1**

Children make at least good progress in all areas of learning. In a number of aspects progress is outstanding, for example in personal and emotional development and emerging literacy and numeracy skills. Although there are understandable variations in small year groups year on year, children achieve extremely well. Standards are above average at the end of Reception. Children benefit from being taught with Year 1 pupils, an outstanding example being the way improvements to Key Stage 1 numeracy provision have generated especially good progress in the Early Years Foundation Stage.

The particularly well balanced curriculum has an excellent mix of adult-led and child-led activities. Outstanding leadership and management make sure learning is fun! Children have a great variety of opportunities to choose activities and explore their environment independently. This has a powerful impact on their knowledge and understanding of the world as well as learning skills in general. Outdoor learning matches excellent indoor provision, in particular providing opportunities to use large construction toys and a choice of vehicles. Outstanding teaching makes the most of resources and space to help children make progress. High quality planning, detailed record keeping and very good use of assessment ensure that children's needs are well provided for and that everyone has equality of opportunity. All requirements for welfare are robust. Risk assessments are regular and detailed. Pastoral care and relationships between adults and children are outstanding, and adults know children extremely well. As a result, children's attitudes and behaviour are excellent.

There are strong links with parents, keeping them well informed. Parents are extremely pleased with the way staff introduce their children to education and were keen to tell inspectors as much.

What the school should do to improve further

- Build on the good work already in hand to develop the way subject coordinators make use of, and analyse, data to evaluate the impact of provision.
- Embed recent initiatives designed to promote community cohesion, particularly with regard to pupils' awareness of the diversity of lifestyles in UK society.

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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 is 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 ¹ 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

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.

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
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 learners' needs?	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

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	2
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



25 June 2009

Dear Pupils

**Inspection of All Cannings Church of England Primary School, Devizes
SN10 3PG**

Thank you for all your help during the inspection, especially the school and eco councillors who shared their views with us so honestly. We were very impressed by your very positive attitudes and excellent behaviour. You obviously enjoy school, which is not surprising as it is what adults call outstanding. This doesn't mean perfect, but it does mean that the way you are helped to learn and shown how to grow up as caring and sensible young people is much better than in most other schools.

Here are some of the highlights.

- Children are given an excellent start in Reception.
- The school is especially well run. Staff and governors know what is going well and what needs doing next. They make a great team.
- You make really good progress. Standards are usually well above average by the time you leave.
- Staff take excellent care of you and are very good at giving you advice about how to improve your work.
- You are extremely well taught. Staff plan work which is just right for you as well as being interesting and enjoyable.
- You make the most of the excellent range and number of clubs and activities.

In order to be even better, we have asked staff and governors to concentrate on these two things.

- Ensuring that teachers who manage subjects are able to make the best use of what they know about how well you are doing to keep things improving.
- Improving the way the school makes sure that you learn more about the different lifestyles in different parts of our country.

You can help by keeping up the good work and trying hard.
Best wishes for the future.

Yours faithfully

Mike Burghart
Lead inspector