

Heytesbury Church of England Primary School

Inspection report

Unique reference number	126403
Local authority	Wiltshire
Inspection number	381227
Inspection dates	29–30 May 2012
Lead inspector	Chris Nye HMI

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 of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Rob Pottow
Headteacher	David Ross (acting)
Date of previous school inspection	19 November 2008
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Age group	4 - 11
Inspection date(s)	29 – 30 May 2012
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Introduction

Inspection team

Chris Nye

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning throughout the school in nine lessons taught by four teachers. Three observations were undertaken jointly with the headteacher. Meetings were held with pupils, the Chair of the Governing Body and school staff, including the headteacher. The inspector took account of the responses to the on-line Parent View questionnaire in planning the inspection. He observed the school's work, heard pupils read and scrutinised pupils' books. He looked at a number of documents, including the school's development plans, safeguarding arrangements, attendance data, the governing body minutes, monitoring and assessment data, and lesson planning documentation. The inspector met with a group of parents and carers, and scrutinised questionnaires completed by 32 parents and carers, 11 staff and 30 pupils.

Information about the school

Heytesbury is much smaller than the average-sized primary school, with three classes. Nearly all the pupils are of White British heritage. The proportion known to be eligible for free school meals is well below average. The proportion of disabled pupils and those with special educational needs who are supported at school action plus, or who have a statement of special educational needs, is below average, with needs relating mainly to behaviour, social and emotional difficulties. The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress. The Early Years Foundation Stage provides for Reception-aged children. There is private pre-school provision on the school site, but as this is not managed by the governing body, it was not part of this inspection. The school has achieved the Healthy Schools Award. The current acting headteacher has been in post since January 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school with a number of outstanding features. There has been an improving trend in pupils' achievement in reading, writing and mathematics over time. This is because the effective management of performance and strong leadership has improved the quality of teaching, which is good overall and outstanding in the middle years. The school is not yet outstanding because, although teaching is good, some variability remains in the clarity of written guidance for pupils, the contribution that homework makes to their learning and in teachers' expectations of the standards of presentation of pupils' work.
- Pupils enter the school in the Early Years Foundation Stage with skills in line with, or slightly below, those expected for their age. They make good progress. This continues throughout the school and attainment by the end of Year 6 is well above average in reading and writing, and slightly above average in mathematics.
- The school is going through a period of change and, although plans for the future as part of a federation are at an early stage, governors recognise the need to embed these more fully. Strategic planning identifies appropriate priorities and actions, but is not always sufficiently clear on how success will be measured against outcomes for pupils.
- All the parents and carers who submitted questionnaires were very supportive of the school. They say that their children are well looked after and have their needs met. The inspector agrees with these positive views.
- The behaviour and safety of pupils is outstanding. This is because the school operates as a highly effective community which nurtures pupils' confidence and well-being. Pupils consistently display enthusiasm towards their learning and very high standards of care towards each other.
- Very effective systems are in place to support the few pupils with learning or behaviour difficulties. There are good opportunities for pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

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- Further strengthen the quality of teaching so that a greater proportion is outstanding by:
 - ensuring that teachers consistently provide written guidance for pupils that clearly indicates what they need to improve, and how, in order to achieve their targets
 - ensuring that homework makes a more systematic contribution to pupils' learning
 - raising teachers' expectations regarding the presentation of pupils' work so that it is consistently as good as the best.
- Strengthen the strategic leadership and management of the school by:
 - embedding governors' plans for the leadership of the school so that the recent trend of improvement is securely maintained in the future
 - sharpening improvement planning by ensuring that whole-school and subject level plans clearly indicate how and when success will be measured against outcomes for pupils.

Main report

Achievement of pupils

All the parents and carers who returned their questionnaires said that they feel their child makes good progress, and the pupils themselves are very positive about their learning and progress. The inspector agrees with this view. Achievement is good because well-organised teaching is effective in encouraging pupils to be enthusiastic learners, both independently and in teams, with the result that they make good progress in lessons and during their time at the school. Good, and sometimes outstanding, learning was observed during the inspection, especially in Years 2, 3 and 4, where much of the teaching is inspirational. For example, in a literacy lesson, pupils were enthralled by the use of drama, discussion and artefacts to encourage high-quality writing connected to Roald Dahl's book *The BFG*.

Children enter the Early Years Foundation Stage with skills that are slightly below expected levels for their age, although there are variations each year. The current cohort entered the school with slightly below average skills, especially in their knowledge and understanding of the world, and physical and creative development. However, because of good teaching which has a strong focus on meeting individual needs, children consistently make good progress in all areas of learning and enter Key Stage 1 with skills in line with those expected for their age. Progress is especially strong in communication, language and literacy, and problem solving, reasoning and number.

In Key Stage 1, these strengths are built upon further, and pupils continue to make good progress in reading, writing and mathematics. Although cohort numbers are small, so statistical comparisons need to be treated with caution, there is clear

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evidence that attainment at the end of Year 2 has improved over the last two years. This is above average in reading and writing, with mathematics improving to this level more recently. The current Year 2 cohort is expected to continue this positive trend with all pupils on track to achieve or exceed expected levels in reading, writing and mathematics. The school's own tracking data, supported by accurate assessments, show that pupils make good progress relative to their starting points in writing and mathematics. In reading, progress is excellent because phonics (linking letters with the sounds they make) is very well taught and pupils are actively encouraged to be enthusiastic readers.

Achievement in Key Stage 2 in the past has been variable, especially in English. However, there is secure evidence of a rapid and sustained improvement in pupils' attainment recently. Throughout the key stage, almost all pupils are meeting or exceeding expected levels in reading, writing and mathematics. In the current Year 6 cohort, almost all pupils are on track to achieve expected levels and, although the percentage of pupils expected to achieve the higher level (Level 5) in mathematics is slightly below that found in other schools nationally, over half are expected to attain the higher level in reading and writing. Inspection evidence confirms the accuracy of these expectations. The progress that pupils make each year group is good because teaching is well planned and there is a strong commitment to ensuring that pupils' needs are identified early and met effectively through a range of interventions and support. Although all groups of pupils make similar progress, this is most rapid in Years 2, 3 and 4. Disabled pupils and those with special educational needs make good progress from their starting points as a result of the high-quality support they receive. Standards of written work are high, although the quality of presentation varies.

Quality of teaching

Teaching is good overall, and much is outstanding. Teaching is supported well by the planned curriculum, and good use is made of the local environment to enhance teaching and learning. Lessons are well structured, have clear learning objectives and take good account of prior learning to ensure that activities are imaginative, challenging and meet the wide-ranging needs of all the pupils. For example, in a lesson on the use of persuasive text in designing an advertisement, pupils' understanding was deepened by their evaluation of an imaginatively designed poster which demonstrated how *not* to write persuasively! Teaching assistants are well trained and make a significant contribution to teaching and learning because they work in close cooperation with teachers. The pace of learning in lessons is good overall because teachers are skilled at using questioning techniques to challenge pupils, check their understanding and extend their learning. Although homework is set, it is not planned systematically enough to ensure that it makes a structured and developmental contribution to pupils' learning, especially for the older ones.

Regular assessments of pupils' progress and attainment are accurate, and most written guidance in pupils' books is clear and evaluative. However, although pupils

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are aware of their overall targets in English and mathematics, some marking does not always provide sufficiently clear or detailed guidance about how these are to be achieved. Teachers do not always have high enough expectations of the quality of presentation of pupils' work; although some is immaculately neat and well presented, in a few instances, untidy work goes unchallenged.

Behaviour and safety of pupils

Inspection findings and the school's own records provide convincing evidence that pupils' behaviour and safety is consistently outstanding, both in lessons and around the school. Outstanding behaviour is expected by all and is reflected in the strong Christian ethos of the school. All parents and carers who responded to the questionnaire, and all those who met the inspector, felt that the school ensures that pupils behave well and are kept safe. Key strengths are the way in which older pupils support younger ones and the strong focus that the school places on developing pupils' self-confidence and positive attitudes to learning. Their success in achieving this is reflected in the comment of one parent, which reflects the views of many: 'My initially shy and introverted child has thrived and become a confident learner.' The pupils themselves say that they feel safe, happy and well cared for in school. The few pupils who have behaviour problems are exceptionally well supported. In lessons, behaviour policies are consistently applied, relationships are excellent, pupils display an enthusiasm for learning and their behaviour is exemplary as a result. Pupils' views, expressed, for example, through the school council, are listened to and respected. They are very polite to adults and each other, and make an exceptionally positive contribution to this safe and happy school. Attendance is consistently above the national average. The school is proactive in preventing bullying and racist behaviour in all its forms, and pupils have a very clear understanding of why these are wrong and how to respond appropriately to them.

Leadership and management

It is of great credit to leaders at all levels that the school's good provision and outcomes have been maintained and developed at a time of change. The acting headteacher has made a significant contribution to improving teaching and ensuring that middle leaders are making a significant, secure and positive contribution to the school's development. Consequentially, all staff demonstrate an uncompromising drive to build on the school's existing strengths. Leaders and managers at all levels share a clear and well-articulated vision, which has high expectations for all pupils' achievement and confidence at its heart, and which is shared by parents and carers, staff and pupils. Although the governing body is at an early stage of planning how the school will develop in federation with a neighbouring school, governors are aware of the need to embed plans for the future leadership of the school to ensure that past improvements continue uninterrupted. Nevertheless, the school has a good capacity to improve because leaders at all levels demonstrate past success in driving improvement and a clear commitment to ensuring that this continues in the future.

Monitoring and performance management systems effectively link the quality of

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teaching to pupils' progress, and well-targeted professional development is provided to ensure that any weaknesses are identified and addressed. Accurate analysis of data and evaluations inform improvement plans well. However, although suitable priorities and actions are identified in whole-school and subject development plans, the timing of such actions is not precisely indicated and it is not always made sufficiently clear how success will be measured against pupils' progress and attainment.

The governing body is well led and provides effective levels of support and challenge. Communications with parents and carers are excellent and the school is at the heart of its community. All safeguarding procedures are securely in place and rigorously applied. Leaders effectively promote equality and proactively tackle discrimination.

The curriculum is good because it is broad, balanced and matches the needs of the pupils. It is imaginatively planned and helps to ensure that teaching is good and improving, and that good use is made of opportunities to develop pupils' spiritual, moral, social and cultural understanding. The curriculum is enriched by a wide range of sporting opportunities, such as through links with Bath Rugby Club, and good use is made of the local environment to support teaching and learning across the curriculum. Information and communication technology is used well to support the curriculum, and the high profile given to phonics, extended writing and children's literature in the curriculum is resulting in high standards in reading and writing. A focus in mathematics on problem solving is resulting in a recent improvement in pupils' skills in using and applying their mathematical skills.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 May 2012

Dear Children

**Inspection of Heytesbury Church of England Primary School, Warminster
BA12 0EA**

Thank you for making me so welcome when I inspected your school. I really enjoyed visiting your lessons, talking to you and the adults, and looking at the work that you have been doing. The questionnaires that you and your parents and carers completed indicated that you are happy in school and learn well, and I agree. Yours is a good and improving school.

These are the things that your school does particularly well:

- Because you are well taught, you are all making good progress. In reading and writing, many of you do much better than pupils in other schools in England, and in mathematics, your progress has improved a lot recently.
- Your behaviour in lessons and around school is outstanding. Well done! I was pleased to see how well you care for each other. You also are keen learners, which is another reason why you do so well.
- I was impressed with how, under the leadership of the acting headteacher, all the adults work together so well to make sure that your school continues to improve, even though there are many changes happening. You are given plenty of interesting things to learn, and adults make sure that lessons are very interesting and that you learn a lot.

Although the school is doing well, there are still things that it can improve even more. I have asked the school to focus on:

- Making sure that marking always gives you clear guidance on how to improve, that homework is better structured and that the presentation of your work is as good as the best.
- Ensuring that the governors establish secure plans for the future leadership of the school and that strategic plans show more clearly how leaders will know when actions have improved your learning.

All of you can help by continuing to try your hardest and by always producing neat work. Good luck in the future.

Yours sincerely

Chris Nye
Her Majesty's Inspector

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