

# Great Bedwyn Church of England School

Farm Lane, Great Bedwyn, Marlborough, SN8 3TR

**Inspection dates** 6–7 December 2012

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding throughout their time in school and they leave with standards which are well above national averages.
- Teaching is outstanding. Lessons are lively and interesting, as a result of which pupils enjoy learning and persevere with their work.
- Less-able pupils are supported well by skilled teaching assistants, so that they make excellent progress. Occasionally, teachers do not set tasks which challenge the rest of the class fully.
- Behaviour is outstanding in lessons and around the school. Pupils are very kind to each other, showing that they understand and take notice of the school rules. There are excellent relationships between pupils and adults.
- Leaders and managers work very well together and make sure that their high expectations are shared by everyone in school. Teachers are helped to get even better through excellent training opportunities.
- There is excellent support and challenge from the governing body. It makes an important contribution to improvements, both in the way it keeps a close eye on how well pupils are achieving and on the quality of teaching. It takes a lead in planning initiatives, such as obtaining a minibus.

## Information about this inspection

- This inspection was carried out with half-a-day's notice. Inspectors observed the school's work and scrutinised a range of documents, including assessment information.
- The inspectors observed 17 lessons taught by 10 teachers. They held meetings with staff, pupils, members of the governing body, a representative of the local authority, and held informal discussions with parents.
- The inspection took account of 47 responses from parents to the online questionnaire, Parent View, in planning and carrying out the inspection.

## Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Howard Dodd

Additional inspector

## Full report

### Information about this school

- Great Bedwyn is an average-sized primary school.
- Pupils are mainly White British. Over the last three years, only a few pupils have come from other White backgrounds.
- The proportion of pupils supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A well-below-average proportion of pupils is known to be eligible for pupil premium funding – 5.2% in 2012, compared with 26.2% nationally.
- The proportion of pupils who join and leave the school at different points in the school year is slightly higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.

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

- Ensure that all groups of pupils are helped to make the maximum progress possible during lessons by:
  - marking work very carefully, so that pupils understand what they need to do to improve further and then giving them time to respond to the advice
  - planning challenging activities which are always matched to pupils' different levels of ability.

## Inspection judgements

### The achievement of pupils is outstanding

- Children come into the Reception class with levels of skills, knowledge and understanding that are broadly in line with those expected for their age. Pupils make outstanding progress across the school, so that they leave with well-above-average levels of attainment. Disabled pupils and those with special educational needs make outstanding progress because there are very good systems in place to identify those who would benefit from additional support and their needs are met well. Pupils who are eligible for pupil premium reach higher standards than similar pupils nationally because the careful way in which the funding is used to help them learn enables them to make better than expected progress.
- The percentage of pupils attaining the higher levels in both English and mathematics is significantly above national averages. In 2012, the proportion of pupils attaining the highest level was also very high.
- Pupils' love of reading is evident throughout the school. A well-stocked fiction library means that pupils have access to a wide range of texts and teachers use literature very effectively to stimulate learning. In the Reception class, children were intensely involved in building a castle based on the story *Jack Frost*, complete with a generous sprinkling of glitter! Pupils read with confidence and use their understanding of the sounds letters make (phonics) effectively to read unfamiliar words.
- Though attainment in writing was high, the school recognised that pupils' skills were lower in writing than in reading. A subsequent focus on improving writing has meant that the gap has been narrowed successfully, both in Key Stage 1 and Key Stage 2.
- The school employs a number of specialist teachers and their high-quality teaching enhances pupils' academic achievements further. In mathematics, high-attaining pupils reach exceptional standards as the result of the additional challenge during their small group sessions.
- Pupils are given many opportunities to develop their skills in speaking and listening throughout their time in the school. In lessons, they are encouraged to discuss their learning and there are many formal opportunities to practise their skills. For example, in the recent Enterprise Week, pupils chose their class representatives to go into The Dragons' Den to pitch their wares. As a result, pupils are confident and articulate speakers.
- In the Reception class, children make rapid progress in their acquisition of skills through an interesting range of both adult- and child-led opportunities to play, explore and learn. The way the classroom is organised helps them to become confident learners who are able to work by themselves and are ready to enter the main school by the end of the year.

### The quality of teaching is outstanding

- Pupils make excellent progress in lessons. One of the reasons for this is that teachers share with pupils clearly what they are expected to achieve by the end of the lesson. They are very skilled in using questions to find out what pupils know and understand and then they adapt their teaching to fill any gaps.
- Pupils with special educational needs are supported very well in small groups by teaching assistants who have a clear understanding of how they can help the pupils to learn using a range of high-quality resources. Very occasionally, the work that is planned for the rest of the class is either too easy or too hard, which means that a small minority does not make the progress of which they are capable.
- Lessons are lively and teachers are resourceful in how they ensure all pupils get involved in their work. In one outstanding lesson in Year 6, pupils watched a film clip to stimulate a range of vocabulary to describe the setting at the start of the film. They generated an extensive range of excellent ideas individually, which were shared skilfully with the rest of the class. In another lesson in Year 2, the teacher passed around a shell, which the pupils put to their ears to listen to

the 'sh' sound; this contributed effectively to their spiritual and social development also, as demonstrated by the looks on their faces when they heard the sound for the first time.

- There are excellent relationships between pupils and adults. Teachers show that they care about the pupils and pupils do their best because they want their teachers' approval. Pupils are able to work both on their own and with partners, or in small groups, which contributes to their moral and social development.
- Teachers have very good subject knowledge. They use correct mathematical and grammatical vocabulary, and this consistency contributes to the outstanding progress made in lessons.
- There are clear expectations regarding how teachers mark pupils' work. However, they are not yet evident in all classes for all subjects, which means that pupils do not always know what they need to do to improve their work, or are given the opportunity to respond to the advice given.

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

- Pupils have excellent attitudes to learning. All pupils, even the youngest, are able to sustain concentration for extended periods of time because the lessons are interesting and pupils want to do well.
- Behaviour in the playground is excellent. Pupils play happily together and there is strong evidence of mutual respect. Each child in Reception Year has a 'buddy' in Year 6; the older pupils are pleased to be able to help the younger children.
- Pupils show exemplary behaviour, opening doors for each other and for adults and showing excellent manners at all times. They are proud of their school and how they each play a part in making it such a happy and harmonious place.
- Pupils report that they feel safe in school. They are aware of different forms of bullying and that they need to speak to an adult if they are aware of bullying. A 'Worry Box' is provided for pupils to share anything that is concerning them. All pupils have been made aware of internet safety at a level which is appropriate for their age.
- Pupils understand how to keep themselves and others safe. Ways of managing unsafe situations are shared in assemblies as well as in class.
- Most parents and carers are positive about the behaviour in school, though a few expressed concerns about the impact of a small number of children with challenging behaviour. During the inspection, there was very little evidence of inappropriate behaviour because of teachers' high expectations and their excellent strategies for managing behaviour.
- Attendance is high and exclusions are extremely rare. In fact, there have been none for more than five years.

### **The leadership and management** are outstanding

- Leaders and managers at all levels, including the governing body, share a passion for making Great Bedwyn the best school it can be. They all work together as a team very effectively, both supporting and challenging each other in the pursuit of excellence. They have a clear understanding of how and why the school is successful, as well as how it can be even better.
- The very capable headteacher is respected highly by all staff. Subject and phase leaders recognise the opportunities she has given them to develop their own leadership skills and they understand their roles and responsibilities for sustaining and enhancing the high attainment in the school. The local authority appropriately provides minimal support to the school, though the excellent practice is often used as a model for other schools.
- Teachers are held accountable for the successes of their pupils. This is reflected in the performance management processes, which also provide the means to identify how to support them in improving their practice through professional development.
- The curriculum is outstanding and is planned to ensure there is no discrimination. It provides

pupils with a wealth of opportunities to develop, both academically and personally. The Forest School initiative has been exceptionally successful in this respect. The school takes every opportunity to broaden the pupils' horizons, through regular trips to the theatre, national musical events and places of interest, both local and further afield. Enterprise Week developed life skills in a very exciting and meaningful way and the pupils experienced at first-hand what it means to run a successful company.

- Parents and carers work closely with the school. Recent questionnaires arranged by the school provide evidence of their views on what makes the school successful and how they believe it can improve further. Parent representatives from each class share responsibility for cascading essential information in emergencies and also provide the conduit for sharing ideas. There is a very active parents' association.
- Parents and carers are regularly invited into school. The recent 'Glue and Glitter' afternoon was very well attended and parents and carers have recently been able to benefit from an afternoon session on how they can help their children's learning, delivered by a nationally recognised speaker.
- **The governance of the school:**
  - The governing body is highly effective. Members bring a variety of skills to the group, which are used to great effect. Governors are fully involved in making checks on all aspects of the school, including whether funding, including pupil premium, is being spent wisely. They have a clear understanding of what the data are telling them about the effectiveness of the school and they use their knowledge to monitor the school's arrangements for performance management, salaries and promotion. They take part regularly in suitable training. The induction of new governors is particularly thorough. They are individually responsible for specific aspects of provision through a link governor role. They visit classrooms and have regular meetings with teachers to ascertain the quality of teaching. They use their observations and the information gained to hold the school rigorously to account. This contributes effectively to ensuring that all groups of pupils have the opportunity to succeed, resulting in outstanding achievement for all.

## 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>	126391
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	400253

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Stone
<b>Headteacher</b>	Anne Davidson
<b>Date of previous school inspection</b>	4 December 2007
<b>Telephone number</b>	01672 870482
<b>Email address</b>	head@greatbedwyn.wilts.sch.uk



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