

Forest and Sandridge Church of England Primary School

Sandridge Common, Melksham, Wiltshire, SN12 7QS

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are making good progress in reading, writing and mathematics.
- Teaching is good because pupils of all abilities are given work that is at the right level so that they can successfully build on their learning.
- Pupils behave well, both in lessons and during break and lunch times. Bullying is rare and so pupils feel safe.
- Leaders and managers have an accurate view of the school's effectiveness and are improving the quality of teaching. Consequently attainment is average and rising at the end of Year 2 and Year 6.
- Middle leaders are working well to develop the wider curriculum so that pupils have a broad experience of many subjects.
- Pupils' spiritual, moral, social and cultural development is promoted well and this contributes to the highly positive ethos that welcomes and cares for all.
- The governing body gives good support to the school and challenges the school to improve further.
- Children make a good start to their learning in the Early Years Foundation Stage because teachers plan well to meet their needs.

It is not yet an outstanding school because

- In some lessons teachers do not always check frequently enough to make sure all pupils are making rapid progress.
- Teachers do not always check that pupils respond to marking to improve their work.
- Information about different groups of pupils is not always used effectively enough to ensure rapid progress.
- Targets in the school development plan are not precise enough, making it difficult to check whether they have been achieved.

Information about this inspection

- The inspectors visited 12 lessons taught by 11 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Eight lessons were jointly observed with senior staff, four with the headteacher and four with the acting deputy headteacher.
- The inspectors observed the school's work and looked at planning documents, monitoring records, data on pupils' progress and attainment, and pupils' work.
- The inspectors took account of the 19 responses to Parent View (the online questionnaire), together with the 27 responses to the staff questionnaire, when reaching judgements about the effectiveness of the school.

Inspection team

David Shears, Lead inspector	Additional Inspector
Bruce Waeland	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Nearly all pupils are of White British origin.
- The proportion of pupils supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority) is broadly average, at just over three in every twenty.
- The proportion of disabled pupils and those who have special educational needs is broadly average at just under three in every twenty.
- Provision of the Early Years Foundation Stage is full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it outstanding by ensuring that:
 - In lessons ensure that teachers frequently check that all pupils are making rapid progress and intervening when they do not
 - teachers consistently provide opportunities for pupils to respond to marking to increase progress further.
- Strengthen the effectiveness of leadership and management so that it outstanding by ensuring that:
 - better use is made of the information about the achievement of different groups of pupils to maximise their progress
 - targets are more specific to enable leaders and managers to evaluate the impact of actions more effectively.

Inspection judgements

The leadership and management are good

- Senior leaders are ambitious for the school and have a clear understanding of its strengths and areas that need to be improved. They have high expectations of pupils' progress and behaviour and this is communicated well to staff so that all work together to achieve these aims. The school checks to make sure that all pupils have equal opportunities and that any discrimination is tackled.
- The quality of teaching is monitored well and this information is used to inform decisions about pay, which are linked closely to pupils' progress.
- Senior leaders rigorously check the progress of each pupil and provide extra support where there are any concerns. Consequently, there are very few pupils who are underachieving.
- Subject leaders are being developed well. The new National Curriculum has been established and subject leaders are monitoring its impact on the progress that pupils are making. There is a wide range of enrichment, including school trips, and the school is making helpful links in learning between subjects. Pupils' spiritual, moral, social and cultural development is promoted well. This ensures that pupils are well prepared for life in modern Britain.
- The sports funding has been used well to provide pupils with specialist coaching in particular areas such as dance and football. This has enabled teachers and teaching assistants to observe and assess individuals, so that they can give support to those who find it difficult. Pupils have been involved in a wider range of competitive sports and the school has experienced success in winning some tournaments. The impact has been that pupils are now more enthusiastic about participating in sport, thus promoting their health and well-being.
- The school has clear guidelines for behaviour which are based on identified values that reflect the school's Christian character. The school works well with parents to ensure that these are consistently enforced. Consequently pupils' behaviour is good.
- While there is a good focus on the progress and attainment of pupils as individuals through clear tracking systems, not enough use is made of the achievement of different groups of pupils to ensure that all groups do equally well.
- The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made. However, the targets within the plan are not specific enough, making it difficult for leaders to measure whether they have been reached.
- The local authority gives good support to the school through regular visits and this helps to moderate the school's own view of its effectiveness.
- **The governance of the school:**
 - The governing body knows the school well. It has a good understanding of how effective the school is when compared to schools nationally. It uses the school's own information about pupils' progress and attainment to ask challenging questions in order to promote further improvement. It is well informed about the quality of teaching and how this is used to make pay recommendations, including the effectiveness of the headteacher. Members know how the extra funding for disadvantaged pupils and that of the sports funding is being used and know about the impact that this is having on the progress of pupils. The governing body makes use of a range of courses to improve its knowledge to better support and challenge the school. It checks to make sure that safeguarding arrangements are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is because staff consistently reinforce the school's identified values and this is demonstrated through positive behaviour and care for each other. Visual prompts throughout the school also serve to remind pupils of what good behaviour looks like and pupils know the consequences of poor behaviour.
- Pupils say that while behaviour is good overall, it is not always consistent in the playground. However, they are confident that teachers will always deal effectively with any problems. Inspectors also noted that the concentration of a few pupils waned in lessons when teaching was not as strong.
- All parents who recorded their thoughts on Parent View said that the school makes sure that its pupils are well behaved and staff agree.

- The attendance of pupils is broadly average and is improving because it is well monitored. The proportion of pupils who are persistently absent has also fallen so that it is now below average.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a clear understanding of what bullying means and the different forms it can take. In particular, they know about cyber bullying and how they can keep themselves safe on the internet. Pupils say that bullying has significantly reduced and is now very rare. Consequently, they feel safe.
- Pupils learn about keeping themselves safe through the curriculum, including road safety, scooter skills and 'bikeability' training. Regular fire drills are conducted, giving the school the opportunity to make pupils aware of the dangers of fire.
- Both parents and staff agree that pupils are well looked after in school and are kept safe.

The quality of teaching

is good

- Teachers use previous assessments well to plan work that is just right for pupils. Consequently, pupils build well on their learning and make good progress in literacy and mathematics. Questions are often used well to challenge pupils to think hard and to explain their understanding, including the more able.
- Teaching assistants give good support to pupils, including disabled pupils and those who have special educational needs, and this enables them to make good gains in their learning. Teaching assistants also give helpful support to particular individuals who find good behaviour difficult by reinforcing the school's rules and engaging them in learning.
- Teachers have secure subject knowledge. This enables them to make helpful links between subjects to enrich the learning for pupils.
- Pupils say that they enjoy learning. This is because teachers plan meaningful activities that engage and enthuse pupils. There are positive relationships between staff and pupils that are built on the school's values. Pupils work well together and are equally able to work on their own when required. Teachers plan work to engage and enthuse.
- Teachers encourage pupils to self-evaluate their own work as a way of finding out whether they have understood the learning. This gives pupils the opportunity to seek help if they are feeling unconfident about their work.
- Marking is completed well in all classes and teachers ensure that this tells pupils what they have done well and what they need to do to improve their work. In some books, there is evidence that pupils have responded to the teacher's comments but this is not yet consistent.
- Teachers do not always check frequently enough in lessons whether pupils are making rapid progress. Consequently, some pupils are not always given timely support or challenge to enable them to make rapid progress.

The achievement of pupils

is good

- Pupils of all abilities, including those in the Early Years Foundation Stage, make good progress from their various starting points in reading, writing and mathematics. Standards at the end of Year 2 and Year 6 are at least average and rising.
- There has been a better focus on more able pupils and this has resulted in more achieving a higher level in Year 2. Similarly, this group of pupils are making better progress throughout Key Stage 2. This is seen clearly through the teaching. For example, in one lesson where pupils were learning about speech marks, more able pupils were challenged to write a conversation between two people.
- The support for disabled pupils and those who have special educational needs means that they generally make good progress in their learning. This is often done by giving them practical activities that help them to visualise the learning and this helps them to remember it better.

- Disadvantaged pupils make good progress in their learning. At the end of Year 6 in 2014, the attainment of these pupils was two terms behind that of other pupils in the school and pupils nationally in reading and writing and in-line in mathematics. Their progress was in line with others pupils in the school and nationally in reading and writing and better than others in mathematics. Over the last three years, the gap in attainment between disadvantaged pupils and others has been closing. The school is working to close the remaining gaps in attainment for pupils currently in the school.
- The school has improved the teaching of phonics (the sounds that letters make) and this is having a positive impact on pupils, with an increase in the proportion of pupils in Year 1 reaching the expected standard, which was in-line with the national average in 2014.

The early years provision

is good

- Children settle quickly into the Early Years Foundation Stage because routines are rapidly established which helps them to feel secure in their new environment. Good relationships are quickly built up between adults and children and so they begin to make good progress from their various starting points.
- Children quickly learn the school's expectations for behaviour and this is beginning to have a positive impact on the present cohort, who are learning to listen carefully and follow instructions.
- Teachers in the Early Years Foundation Stage use assessments well to plan activities that enable children to make further progress in their learning. Adults use questions well to probe and extend pupils' understanding and knowledge.
- Children are already learning to think about how well they think they have achieved. For example, in a physical education lesson, children were asked to indicate whether they found it easy or difficult to follow the rules of a game that they were learning.
- The Early Years Foundation Stage is led well. Pupils make good progress throughout the year and are prepared well for the next stage in their education.

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

Unique reference number	126402
Local authority	Wiltshire
Inspection number	448597

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	226
Appropriate authority	The governing body
Chair	Stuart Andrews
Headteacher	Anna Willcox
Date of previous school inspection	3–4 February 2010
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