

# Urchfont Church of England Primary School

Cuckoo Corner, Urchfont, Devizes, Wiltshire, SN10 4RA

**Inspection dates** 18–19 June 2014

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Very focused leadership has enabled pupils of all ages to make good progress across the school.
- Children make a very good start to their life in school in the well organised and welcoming Reception class.
- Pupils are now achieving particularly well in reading.
- Teaching is consistently good. Teachers check pupils' progress promptly and accurately across a range of subjects. This helps pupils to make secure improvements and develop their understanding.
- Those pupils who are disabled or have special educational needs make very good progress.
- The subjects taught make learning relevant and fun. They are enlivened by regular visitors and visits to places of local interest.
- Pupils feel safe, behave well and enjoy school. Many very effective enrichment activities promote their spiritual, moral and social development extremely well.
- The headteacher, supported by other leaders and governors, checks the quality of teaching rigorously. This has led to an improvement in teaching and achievement.
- Governors are very knowledgeable about the school's work. They visit regularly and monitor all aspects of its work closely. They provide effective support and hold leaders to account robustly for pupils' achievements.

### It is not yet an outstanding school because

- Not all pupils achieve as well in writing as they do in reading.
- Teachers do not always set tasks which are hard enough for some pupils.
- Plans for staff to share their skills and expertise to enable further improvements in teaching are not fully developed.

## Information about this inspection

- The inspector observed 10 lessons, some of which were joint observations with the headteacher. All teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- The inspector took account of the 23 responses to the online questionnaire (Parent View) in planning the inspection and talked to a number of parents during the inspection.
- The inspector also took account of the 14 staff questionnaire returns.
- The inspector held a discussion with a representative of the local authority.
- The inspector looked at pupils' work and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals, those looked after by the local authority and other groups, is below average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a pre-school setting on the school site which is not managed by the governing body and was therefore not included as part of this inspection.

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

- Improve the quality of teaching and achievement so that both are outstanding by ensuring that:
  - pupils achieve at least as well in writing as they do in reading
  - pupils are stretched and challenged in all lessons as well as they are in the best currently provided
  - further methods for staff to share the best practice throughout the school are developed.

## Inspection judgements

### The achievement of pupils

is good

- Children join the school with skills that are generally in line with those typically found for their age. However, numbers in cohorts are very small and abilities vary widely. Children get off to a good start and make rapid progress in all areas of learning and become confident learners.
- The teaching of letters and sounds (phonics) to small groups of pupils is very strong and leads to good progress. The results in this year's national screening check are on track to be well above those of last year. Pupils' reading skills are well developed throughout the school. There are many opportunities for pupils to read and, as a result, they enjoy reading and achieve well above average standards by the time they leave school.
- Pupils across the school make good progress and the extensive school records show that the standards that these pupils are reaching, particularly in reading and mathematics, are on track to be above average. The results in national assessments for 2013, which dipped, were of a particular, and small, group that had a number of pupils who had joined the school in the last two years.
- Inspection evidence from pupils' work shows clearly that rates of progress are good, including for those pupils who took their national tests this summer. The number of more able pupils who make better than expected progress for their age in reading is well above average, and almost the same in mathematics.
- School data show that writing skills are generally not as well developed as those in reading, as is reflected in recent national test results. However, pupils' learning is improving as staff have made a strong start in ensuring that more consistently good outcomes are achieved.
- Disabled pupils and those who have special educational needs are given very effective support. Work is well planned to meet their needs; careful questioning and guidance help them to progress in line with their peers. The very careful use of resources, and consistent tracking of progress, mean that those very few pupils with significant special needs make very good progress.
- Pupils for whom the school receives the additional government funding make as good as, and sometimes better, progress than their classmates. Staff take great care to use the money to give additional support through one-to-one sessions and to enable those pupils to take part in all activities. However, the numbers of pupils in the school receiving this additional funding are very small, and it is not possible to compare their attainment in national tests with others.

### The quality of teaching

is good

- Teaching is good, including in English and mathematics, because it enables pupils to achieve well. Teachers know the pupils well and enjoy teaching them. This enables all pupils to enjoy their learning and grow in confidence as they move through the school.
- Teachers plan their lessons very carefully to ensure that pupils are clear about what skills, knowledge and understanding it is intended that they learn. Teachers pay particular attention to the work they provide for the more able pupils to ensure it challenges them and supports their good progress. In the Early Years Foundation Stage, staff know the children well and intervene particularly effectively to support their speech and language development. The well-resourced learning areas ensure that children have a good range of activities and resources, both inside and outside. Staff check pupils' progress carefully.
- The teaching of mathematics is strong, and improving, especially with regard to using and applying mathematical concepts. The older pupils were particularly excited to solve the problem of the number, shape and cost of the tiles for their teacher's patio.
- The additional programmes for pupils who need extra help are taught especially well. Disabled pupils and those with special educational receive very carefully focused additional help and make very good progress.
- Marking is very effective and pupils know how their work can improve. This results in good

relationships as they are encouraged to test out ideas or evaluate each other's work. Pupils are also given time in lessons when they can act on the advice given in marking in their books. Pupils report it provides them with a very good idea of how they can achieve better.

- Teaching is not outstanding because occasionally, particularly in writing, teachers do not challenge pupils sufficiently well to ensure they make more rapid progress.

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

- The behaviour of pupils is good. Typically, pupils are polite, friendly and considerate of others. They are well motivated, settle to their work quickly and enjoy their learning. This is evident in the tidy classrooms and in the typically neat presentation of pupils' work. Parents, pupils and staff comments are positive about standards of behaviour and say that any disruption to learning is rare. This view is consistent with inspection findings that attitudes to learning are good, and is confirmed by pupils' good rates of progress.
- Relationships in the school are good. The playground is a harmonious place with a wide range of activities on offer, which pupils enjoy sharing with each other. The school is effective in fostering positive relationships and ensuring equality of opportunity and that there is no discrimination.
- Behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils where they become restless and waste time.
- Pupils are clear that bullying is rare, although they know about the different forms this can take, such as cyber bullying and racist name calling. Pupils are confident that any minor falling out is sorted quickly by the adults.
- Pupils enjoy taking on a wide range of roles and responsibilities, such as school councillors. They respond well to the behaviour management systems.
- School records show that instances of poor behaviour are very few. The very small number of pupils who have behavioural difficulties are managed well. These pupils benefit from carefully tailored support and have become more confident and resilient as learners.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school, and parents and those who completed the online questionnaire or who spoke to the inspector agree. Pupils are prepared well for maintaining their personal safety both in and outside of school.
- School leaders have worked hard with parents to encourage regular attendance and reduce any unnecessary absences. As a consequence, current rates of attendance are well above average and punctuality is good.

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

- The headteacher has created a culture of high expectations in the last three years, which is understood and carried out by all staff. Teamwork is strong and everyone, including the administrative team and caretaking staff, are considerable assets to the school and are very much appreciated by all concerned.
- Planning to secure improvement is robust and comprehensive, involving all staff and the governing body. Specific priorities are clearly identified each year and are closely followed up with regular and accurate analysis of the outcomes.
- The monitoring of teaching and pupils' work, including marking, is well organised and systematic and involves both senior and middle leaders. There are clear links to the well-coordinated arrangements for the management of staff performance. Middle leaders make an effective contribution to good teaching in the school.
- Continuing professional development is given a high priority and extensive and productive use is beginning to be made of the school's links with other schools, especially to develop teaching and management skills.
- The pupils' good achievement, together with their high attendance and consistently good

behaviour, demonstrates the school's capacity to improve further.

- The curriculum contributes strongly to pupils' good and improving achievement, as well as pupils' spiritual, moral, social and cultural development. This is especially through initiatives such as the close links with a school in the Sudan.
- The primary school sport funding has been used creatively to increase pupils' opportunities for competitive sport and to link with other schools in the area. The impact on pupils' health and well-being is becoming increasingly evident.
- The local authority provides very good support to the school through termly meetings.
- **The governance of the school:**
  - The governing body is an active and committed group who uses high levels of educational and other professional expertise to provide effective support to the school. Its own governor effectiveness and evaluation forms are very well used. The school's finances are well managed and the governors have ensured that additional funding has been used well to close the achievement gap with other pupils.
  - Governors are aware of the main strengths and areas for development in teaching and how performance management of staff is used. They have ensured that there is a good match between how well teachers are paid and how well pupils achieve.
  - Governors are knowledgeable about the school's track record of achievement and have regularly updated information about the progress of pupils currently on roll. This enables them to monitor in great detail how effectively leaders are securing improvements in achievement for all groups of pupils across the school.

## 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>	126366
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	439604

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>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Barnett
<b>Headteacher</b>	Carol Talbot
<b>Date of previous school inspection</b>	3 March 2009
<b>Telephone number</b>	01380 840793
<b>Fax number</b>	01380 840793
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