

Stanton St Quintin Community Primary School

Stanton St Quintin, Chippenham, Wiltshire, SN14 6DQ

Inspection dates 16–17 September 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 enjoy learning and make good progress in all classes. The standards pupils reach are above those found nationally.
- Teaching is effective in all lessons. Staff have a good understanding of pupils' needs and plan carefully to meet them. Less able pupils are given the confidence to do even harder work.
- Pupils are kept safe and well cared for. They respond to this by respecting their teachers, working hard and behaving well.
- Good use is made of extra government funding to help pupils become better learners and keep healthy.
- Pupils' time at school is enriched by interesting topics that capture their imaginations.
- Children get off to a good start in the Reception class. They acquire a good foundation of skills and show highly positive attitudes to learning.
- The headteacher has galvanised staff to pursue excellence. She is skilful in supporting staff to improve their practice and develop their areas of responsibility.
- The headteacher, supported by the staff and governors, has implemented a range of improvements that have improved standards and the quality of teaching.

It is not yet an outstanding school because:

- More should be expected of higher-attaining pupils in lessons.
- Pupils' spelling is not accurate enough by the time they leave school.
- Pupils' are not developing an understanding of what life in modern Britain is like.

Information about this inspection

- The inspection was unannounced. The inspector observed seven lessons jointly with the headteacher.
- The inspector took account of 53 responses to the online Parent View survey, as well as written communications from parents and carers and discussions with parents and carers. He also considered the responses of 15 staff questionnaires.
- The inspector talked with two groups of pupils as well as with individual pupils during their lessons. He heard two groups of pupils reading. The inspector looked at work in pupils' books.
- The inspector held discussions with the headteacher, teachers and governors. He looked at a range of documentation, including documents relating to pupils' attainment and progress, child protection and safeguarding, the school's curriculum, the management of teachers' performance and the school's plans for improvement.

Inspection team

Jonathan Palk, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Stanton St Quintin is smaller than most primary schools. There are four mixed-age classes.
- Around a quarter of pupils are from service families. The school receives additional government funding for these pupils.
- The proportion of pupils who join and leave at times other than the start of the school year is high.
- The percentage of pupils supported through the pupil premium is average. This is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils, including those with or without a statement of special educational needs, and those who have special educational needs is similar to the majority of schools nationally.
- The vast majority of pupils are from a White British background.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the teaching so that more is outstanding by ensuring that:
 - the tasks given to the more-able pupils expect more of them
 - pupils are given further guidance and support to improve their spelling.
- Draw pupils' attention to what life is like in modern Britain.

Inspection judgements

The leadership and management are good

- The school has improved under the determined leadership of the headteacher. The headteacher and other leaders convey a passion for providing a high-quality education and are focused on using every opportunity to help all pupils achieve well and expand their horizons.
- The school attracts many volunteers who provide a valuable addition to the experienced support staff. Careful management of additional financial resources brings immediate benefit to pupils' learning and personal development.
- Staff are rigorous in their checking of pupils' progress and using their expertise to adjust the offer of additional learning groups. The school evaluates the programmes well for their impact on pupils' response to learning. The use of the additional funding, for example to pay for attendance at after-school clubs, has brought about a significant improvement in the social and emotional well-being of these pupils, and supported a rapid improvement in their academic achievement.
- The school has used the additional sports funding wisely. Staff have received training through working alongside sports coaches in lacrosse, gymnastics, dance and tri-ball. The uptake of early morning and after-school sporting clubs is high.
- The steady but continuous changes associated with pupils joining and leaving at times other than the start of the year is well managed. This minimises any break in their learning.
- The unwavering belief that everyone can achieve the highest possible goals is sustained through extremely well-targeted professional development, training and coaching. The headteacher has responded quickly to any identified needs, for example in the teaching of mixed-age classes. Teachers newly appointed to the school consider they have been well prepared for the changes to the National Curriculum and assessment arrangements.
- Rigorous checks on teachers' quality of work and the secure link between successful outcomes and salary progression ensure that only good practice is rewarded. The headteacher provides straightforward and specific feedback to staff on the effectiveness of their lessons, helping them secure honest evaluations of themselves.
- Self-evaluation is accurate and made more effective by the collaboration with local school networks and governors' astute oversight. Mathematics and the early years leaders' development plans accurately highlight areas for improvement. These are implemented effectively.
- The quality of spiritual, moral, social and cultural education is strong and helps pupils respect each other and value their differences. The school's curriculum provides memorable experiences and rich opportunities for good-quality learning. The outdoor lessons, as well as experiences in music, dance and drama, have a very positive impact on pupils' aspirations of themselves.
- The programme to help pupils to understand other cultures feeds their interest well. It does not go far enough in making pupils aware of the rich diversity of life in modern Britain.
- Safeguarding procedures meet statutory requirements and reflect positively the staff's determination to ensure all pupils can get the most from their education. The low absence rate has been a significant success story.
- The school promotes equality of opportunity well and tackles discrimination of all kinds very effectively. The confidence of parents and carers in the school's provision for disabled pupils and those with special educational needs is unambiguous. Working together and with health and care professionals helps these pupils make rapid progress in meeting their needs.
- The local authority provides highly effective support to the headteacher and governors. Visits and reports from the local authority are regular and instrumental in strengthening accurate self-evaluation.
- **The governance of the school:**
 - Governors are committed to the school's improvement. They provide strong challenge to the school's leaders through a robust process of checking that action taken has made a positive difference to pupils' achievement and the quality of teaching. Governors demonstrate their independence by selecting areas or strands of the school's work to check, and use their findings to steer further improvement. They are very aware of the success they have had in considering and directing the use of pupil premium funding and the service pupil premium to where it can have most impact.
 - Governors have a good understanding of how the pupils' performance compares nationally. They work alongside school leaders and the school improvement adviser to ensure checks on staff and that their development is rigorously evaluated and training quickly provided to help them improve. Routine tasks such as maintaining an up-to-date prospectus and meeting statutory requirements for school websites have not been well managed. For example, the school does not provide sufficient information about its

curriculum on its website.

The behaviour and safety of pupils are good

- Pupils of all ages and abilities are happy to be at school. They get on exceptionally well together. Those who find learning difficult feel safe and well cared for.
- The behaviour of pupils is good. Around the school and in lessons the pupils are polite and courteous. There are times when they do not give teachers 100% attention and are not always timely in lining up after break time.
- They know what is expected of them and how to behave in a range of situations. They know that good behaviour helps them to learn well in lessons.
- In lessons, pupils are eager to contribute, but will await their turn patiently. Lessons are never disrupted by pupils calling out or failing to listen to instructions. Parents and carers report that having to deal with poor behaviour is rarely an issue with their children.
- Pupils take their roles and responsibilities during assemblies, playtimes and lunchtimes seriously. They have made a significant contribution to ensuring mealtimes are calm and younger children learn good manners.
- The school's work to keep pupils safe and secure is good. Pupils know how to stay safe. They receive appropriate guidance through lessons and assemblies in developing skills that keep them safe in their lives. They recognise when they are vulnerable because staff encourage them to speak out when they have concerns. They report that they are listened to.
- Attendance is above average. The school is using its new powers wisely to limit any unauthorised absence.

The quality of teaching is good

- Teaching is typically good. Teachers' very good relationships with pupils contribute a great deal to the high aspirations pupils are setting for themselves.
- Extra staff are deployed well. They know precisely how to help each pupil. They liaise well with the teacher, using similar approaches to encourage pupils to think for themselves and have a go. Their interventions guide and deepen pupils' thinking. This encourages pupils, particularly disabled pupils and those who have special educational needs, to aspire to do as well as their classmates.
- The teachers identify pupils' needs accurately and plan tasks and activities that are demanding of most pupils. However, there are times when not enough is expected of the more-able pupils. For example, they are sometimes asked to go over old ground unnecessarily.
- Teachers are determined to improve the effectiveness of pupils' learning. They plan interesting work so that pupils become fully engrossed. Teachers match pupils' tasks to their needs and ensure that pupils thoroughly understand and apply their learning to the task in hand. Pupils benefit from having time to analyse what they are doing and reflect upon their learning.
- Teaching of reading is highly effective and pupils learn to read well. Regular reading sessions combine well with intensive reading for those who may be struggling to acquire knowledge of how sounds link to letters.
- Pupils get the time to complete extended pieces of writing across a range of subjects. Pupils mark their own and each other's pieces of writing so that their work is revised continually, resulting in high-quality pieces produced before the end of the topic. The personal satisfaction this generates only serves to strengthen pupils' resolve to do even better.
- Teachers present mathematical problems from a range of perspectives and this helps pupils deepen their understanding and explore mathematical skills for themselves.
- The feedback pupils get during discussion or when teachers mark pupils' work is of good quality in all year groups. Teachers ask challenging questions which also help the teachers check pupils' understanding.

The achievement of pupils is good

- Children in the Reception class learn well and the majority exceed national levels by the end of Reception Year.
- Pupils' attainment at the end of Year 2 and in Year 6 in reading, writing and mathematics is above

average, and has improved quickly over the last three years. Pupils' knowledge of letters and sounds (phonics), as demonstrated in the Year 1 national check, is above national expectations.

- In the 2013 national tests and teacher assessments, all pupils made the progress expected of them. The more able pupils went on to exceed the nationally expected rates of progress in reading and mathematics. Less able pupils also accelerated their progress to reach the national average.
- National tests and the school's own tracking data show no difference in the achievement of those receiving additional funding, including pupils from service families, and others. Disabled pupils and those who have special educational needs make good progress. They play a full part in lessons and their responses are carefully assessed so that work can be immediately adjusted to take their learning forward.
- Pupils make rapid progress in reading fluently and show excellent comprehension skills. They use their ideas and imagination to develop as competent young writers. Pupils read well and show an interest in a wide range of authors and types of book. Books and libraries have a high prominence in the school and pupils are encouraged by the rewards for regular reading.
- Achievement in mathematics has improved since the last inspection. More-able pupils deepen their understanding in all the required areas of mathematics. All pupils develop good calculation skills and confidence in using these as teaching provides interesting problems to solve.
- Pupils' written work has improved and pupils have a better understanding of grammar and the structure of written work. More pupils' writing is interesting and fluent. The use of individual goals or targets to draw attention to what must be learnt is also helping.
- Pupils' spelling is not as good as could be expected. There is a school-wide focus on spelling aimed at addressing this issue. Homework and regular tests have been introduced, but more emphasis should be given in lessons to improve this skill.

The early years provision

is good

- Typically the majority of children join the Reception class with skills that are in line with national expectations for their age. They come to school enthusiastic to learn, focus on their tasks and listen well to the adults. Adults listen enthusiastically to the children and respond to their ideas.
- The adults in the Reception class have high expectations and ambitions for children's outcomes in the Early Years Foundation Stage. They provide the resources children need to challenge their thinking and ideas, and also to sustain their imaginative play. The emphasis on developing early literacy and mathematics skills promotes good learning.
- Staff track in detail how the children improve their skills through play. They observe closely how children are learning as well as what they have mastered. These observations help them modify the activities to maintain children's momentum. For example, children's interest in feet has led to considerable enquiry about the feet of dinosaurs and other animals as well as how shoes are made. They have made good progress in learning and using new words as well as how information books work.
- The lead teacher has a good knowledge of how young children learn. She liaises well with the pre-school settings, the local authority early years team and other early years teachers to improve her practice.
- Since the last inspection, modifications to the building mean that children follow their interest indoors and outdoors. The setting is lively and well equipped to encourage children to make choices. They are never bored because the activities always require their concentration.
- The staff maintain good relationships with parents and carers to ensure children receive good care and are kept safe. They work together to keep a check on their child's progress towards the goals they have agreed.

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	126204
Local authority	Wiltshire
Inspection number	448594

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Michelle Fairgrieve
Headteacher	Karen Winterburn
Date of previous school inspection	25 June 2010
Telephone number	01666 837602
Email address	head@stanton-st-quintin.wilts.sch.uk

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