

Wansdyke School

Downlands Road, Devizes, Wiltshire SN10 5EF

Inspection dates	8–9 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The leadership and management of the school are good. The headteacher is ambitious for the school and is striving for it to be the best. She is ably supported by the deputy headteacher and other senior staff.
- The quality of teaching is good. Pupils are making good progress in their learning throughout the school and are achieving at least the expected standards in most areas by the end of Year 2 and Year 6.
- Behaviour of pupils is good. Pupils demonstrate high levels of respect and are extremely considerate of each others' needs.
- Early years provision is good. Children get off to a strong start. Children respond well to the staff's high expectations and they make good progress.
- Pupils in the resource base make good progress as a result of the good teaching and the high-quality support they receive.
- Pupils have a positive attitude to school and enjoy their learning. Consequently, attendance is above the national average.
- The curriculum provides pupils with exciting opportunities to develop their curiosity and love of learning.
- Governors have a clear understanding of the strengths and weaknesses of the school. They provide a good balance of challenge and support to leaders.
- Most parents speak positively about the school and are confident that their children are receiving a good education.

It is not yet an outstanding school because

- Teachers do not consistently provide adequate challenge for pupils to ensure they make the best possible progress, especially the most-able pupils.
- Development plans do not focus sufficiently on pupils' progress. They do not clearly indicate how and when leaders and governors check whether actions taken have been effective, and who is responsible for these checks.
- School leaders do not communicate well enough with parents. Some parents do not have a clear understanding of how well their child is progressing.

Full report

What does the school need to do to improve further?

- Raise achievement by ensuring that teachers provide pupils with work to fully challenge their thinking so that:
 - a higher proportion make outstanding progress
 - the most-able pupils consistently reach the highest levels of achievement in reading and writing.
- Ensure that development plans indicate precisely how and when leaders and governors will check that actions taken have improved the achievement and progress of all pupils, and who will make these checks.
- Ensure that parents receive timely information that explains how well their child is progressing.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders share a drive and determination that the school will provide the very best education for the pupils it serves. All staff share this commitment which is clearly evident through their enthusiasm and dedication.
- The targets set for teachers are used to good effect to hold teachers to account. Coaching and mentoring is also instrumental in ensuring that the quality of teaching is good. The implementation of a teacher 'buddy' system is having a strong impact on improving teaching and the delivery of high-quality learning opportunities for pupils. Teachers welcome the chance to work together and share good practice to improve their performance.
- The curriculum is balanced and provides exciting opportunities for pupils. For example, pupils in Year 6 spoke about their enjoyment of their work on the Second World War linking their learning with the book 'The boy in the striped pyjamas'.
- Pupils in the resource base describe the importance of Forest School in their learning and development. A typical comment was, 'Forest School has built up my confidence and I'm good at maths now.'
- The school provides pupils with a wealth of enrichment activities which are well attended. Pupils talk with excitement and passion about the clubs they attend including netball, judo, music and art. The computer and coding club is a particular favourite with pupils, as are the steel band and choir. Sports funding is used effectively to support activities, providing equality of opportunity to pupils. Pupils and staff describe how these activities are effective in raising pupils' self-esteem and confidence.
- Pupils' social, moral, spiritual and cultural development is threaded throughout the curriculum. Pupils learn to respect themselves and each other, whatever their beliefs, abilities or backgrounds.
- The school works well to develop pupils' understanding of what it is like to live in modern Britain. They actively promote democracy, respect and the equality of opportunity. For example, pupils are required to write their manifesto when seeking to become a school councillor. Consequently, they have a good understanding of how voting systems work to select Britain's politicians.
- Pupil premium funding is used effectively. For example, additional teaching assistants focus well on targeted activities in reading, writing and mathematics. As a result, the progress of disadvantaged pupils is good, which was reflected in the 2015 published data where all pupils in Year 2 and Year 6 made good or better progress.
- The school's capacity to improve is good. The school's evaluation of its performance is accurate. Leaders have an accurate view of the school's strengths and weaknesses. However, development plans do not show clearly enough the actions needed to ensure that the good progress the school is making continues. They do not identify precisely how or when leaders and governors will check that actions taken have improved the achievement and progress of all pupils.
- Subject leaders are knowledgeable about the subjects they lead and they have a clear focus on improving teaching and learning. They have a good understanding of the strengths in their subjects and those aspects that need to develop further. However, action plans are less well developed in checking what pupils can and cannot do.
- Most parents speak positively about the school. However, a minority of parents raised concerns about the quality of communication from school leaders. Occasionally, parents do not feel well informed about the actions the school has taken and feel that their views are not always sufficiently listened to.
- **The governance of the school**
 - Governors are highly ambitious for the school. They bring a wealth of skills and expertise to the role. They have a sound and accurate understanding of the school's strengths and weaknesses. Governors are knowledgeable about how well pupils, including those identified as vulnerable, are performing in relation to other schools nationally.
 - Governors do not shirk away from their responsibilities and are quick to tackle the underperformance of staff. They understand how good teaching is rewarded and support the headteacher in the withholding of pay awards when performance is not good enough. They are aware that external support provided to the school needs to be evaluated to ensure that guidance given is the best that it can be.

- While governors indicate that they hold the headteacher firmly to account, their records do not always reflect this. Governors do not always check or evaluate closely enough the impact that improvement initiatives have on pupils' progress.
- Governors ensure the financial stability of the school. For example, they know how additional government funding is being spent and the positive impact it is having on the outcomes for pupils.
- The arrangements for safeguarding, including child protection, are effective. School leaders, including governors, and staff are committed to keeping pupils safe. There is a strong culture of safety and security within the school. Staff and governors receive high-quality training and regular updates on keeping pupils safe. Leaders closely monitor pupils identified as being 'at risk'. The school is assiduous in following up any concerns and works effectively with outside agencies to minimise the risk of harm to any pupil. Controversial issues are not dodged. For example, leaders and governors have undertaken training on the government's 'Prevent' duty to avoid radicalisation and extremism. All staff have a clear understanding of the need to protect pupils from all potential risks.

Quality of teaching, learning and assessment is good

- Inspection evidence, including joint lesson observations with leaders and conversations with pupils, concurs with the school's self-evaluation that teaching is typically good at the school.
- Teachers have a detailed and accurate understanding of what pupils are able to do and what they need to do next. This is because the new assessment system provides teachers with accurate and comprehensive information about each individual pupil in all areas of their learning. Teachers use this information effectively to plan the next learning steps. This ensures that activities planned advance pupils' learning allowing them to make strong progress.
- Teachers have good subject knowledge. They use this knowledge to plan exciting and interesting lessons which inspire and motivate pupils. This is evident in the high-quality work in pupils' books. For example, Year 5 pupils were engrossed in writing play-scripts based on the book 'The lion, the witch and the wardrobe'. Well-planned teaching enabled pupils of all abilities to successfully write their play-scripts and gain a deepening knowledge of the features of this style of writing.
- Teachers and teaching assistants ask probing questions to check pupils' understanding and deepen their thinking. For example, in a Year 6 mathematics lesson on co-ordinates and the translation of shape, inspectors heard the teacher ask pupils to explain their thinking. They did this with confidence and accuracy. As one pupil commented, 'If you can't explain it, you don't understand it.'
- Teaching assistants make a significant contribution to pupils' learning. For example, in a Year 1 English lesson, the teaching assistant effectively broke down the steps in learning to ensure that pupils clearly understood the writing task. Consequently, pupils were able to successfully sequence their story and produce some good-quality work.
- The school's marking policy is making an effective contribution to pupils' progress. Time is given to pupils for self- and peer-assessment. This approach was evident in many of the books viewed during the inspection. For example, in a Year 5 English book, a pupil describes how their 'buddy' could improve their writing by adding more adjectives. Time given for responding to such comments is clearly helping pupils improve their writing. Leaders are aware that these opportunities are not being provided by all staff. However, they are taking effective action to tackle this.
- Teaching in the resource base is good as a result of teachers knowing the needs of each individual pupil. Consequently, learning activities precisely meet the needs of pupils and help them to make good progress.
- Relationships between teachers and pupils are strong. This results in pupils being confident learners who are not afraid to question and ask for guidance to increase their knowledge and understanding.
- As a result of good teaching and effective interventions, disadvantaged pupils and pupils identified as having special educational needs or disability are achieving well and making strong progress, given their starting points in reading, writing and mathematics.
- Teachers do not provide enough challenge, especially for the most-able pupils. As a result, this group of pupils does not make the progress of which they are capable, especially in reading and writing. Leaders have identified that the most-able pupils throughout the school could be challenged more effectively and have good plans in place; however, these are at an early stage of implementation.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff have strong working relationships with the pupils; they are caring and remain vigilant, ensuring the safety and well-being of pupils is not compromised.
- Pupils enjoy their learning and attend school regularly. This is reflected in their improving attendance levels, which are now above the national average for all groups of pupils.
- The staff, especially those in the resource base, work effectively with outside agencies to maintain the welfare of pupils. Through these relationships, staff ensure that vulnerable pupils and those pupils who have special educational needs or disability receive high-quality care, guidance and support.
- Pupils are given the opportunity to take on roles of responsibility. For example, older pupils enjoy supporting younger ones. Pupils in Year 6 take on their roles as prefects with maturity, enjoying the challenges the role brings. Pupils are also able to become school councillors through a democratic vote. Pupils told inspectors that they appreciate these opportunities. Pupil voice is strengthening in the school. For example, as a result of concerns raised by pupils about the library, leaders are taking speedy action to improve matters. Their plans include providing pupils with access to a well-resourced and inviting library to better support their learning.
- Pupils are ambitious and want to be successful learners. For example, in a Year 4 mathematics lesson pupils selected the 'spicy' activity, rather than the 'mild' or 'medium' tasks, to challenge themselves. Pupils described how, 'we don't choose the easy one because that wouldn't challenge us and we wouldn't learn'. As a result, pupils approached the task with a steely determination and made good progress.
- Pupils learn to keep safe through a range of experiences that are appropriate to their age and stage of development. For example, older pupils had their understanding of how to keep themselves safe when using the internet enhanced following a recent visit by the police.

Behaviour

- The behaviour of pupils is good. Pupils of all ages demonstrate a good understanding of the differences between right and wrong.
- Staff have high expectations of pupils' behaviour and are positive role models for them. Consequently, pupils are extremely well-mannered and courteous to adults and each other. They are respectful and recognise that everyone is unique, demonstrating high levels of tolerance for those pupils who find it more challenging to conform to school rules.
- During playtimes and lunchtimes, all pupils mix well together. Pupils describe how they welcome the 'zoned' areas where they can play. Younger pupils appreciate the support of older pupils through the 'buddy system'. Pupils told inspectors that incidents of racism and bullying are extremely rare, some commenting that it doesn't happen at all in their school. They are confident that if there are any incidents, staff quickly tackle them. Midday supervisory assistants describe how they enjoy their time with the pupils. They comment that pupils show them high levels of respect and follow carefully any instructions given. This ensures that lunchtimes are a positive and good social experience for pupils.

Outcomes for pupils

are good

- Children join the Reception class with knowledge and skills below those typical for their age. As a result of good teaching, children make good progress. By the time they leave the early years, the proportion of children achieving a good level of development is above the national average and rising.
- Published data at the end of Year 2 includes all pupils, including those who attend the resource base. Consequently, the achievement of pupils looks significantly weaker when compared to other pupils nationally. The progress of pupils currently in Key Stage 1 is good.
- Pupils enjoy reading. They read well and are confident in using their phonics (knowledge of letters and the sounds they make) to read unfamiliar words. This is reflected in the Year 1 phonics screening check where the proportion of pupils achieving the expected standard remains above national figures. Pupils in Year 6 told inspectors that they love reading and enjoy 'chapter books' because, 'they are more exciting and make us wonder what is going to happen next'. This enjoyment of reading results in pupils consistently achieving above the national averages in reading with a high proportion of pupils achieving

the higher levels in the national tests.

- Progress in writing is strong. In the 2015 national tests, the proportion of Year 6 pupils making good progress was significantly higher than other pupils nationally. Pupils also achieved well in the English grammar, spelling and punctuation test.
- Mathematics is taught well across the school. Pupils enjoy the challenge teachers provide resulting in most pupils making strong progress in this subject.
- Although achievement and progress are strong, leaders are not complacent. They are aware that a higher proportion of pupils could reach the higher levels of achievement, especially the most able. Current progress information, and scrutiny of pupils' books, shows that from their starting points a significant proportion of pupils across the school are making good progress in their reading, writing and mathematics.
- Pupils in the resource base, who have a range of complex needs, achieve well as a result of good teaching and high-quality interventions.
- Gaps between the achievement and progress of girls and boys are closing quickly in all subjects. This is as a result of teachers planning activities which inspire and motivate all groups of pupils, including boys.
- Teachers' high expectations of all pupils results in disadvantaged pupils making good progress. As a result, a proportion of these pupils achieved the highest levels in the 2015 national tests for Year 6.

Early years provision

is good

- Leadership and management in the early years are good. The early years leader is passionate about the quality of education the children receive, showing drive and determination for constant improvement of the early years provision.
- The early years leader has a good understanding of what pupils can and cannot do. She carefully analyses assessment information regularly to check how well children are doing. From her analysis, she trains and works with Reception staff and the local pre-school to determine which activities will continue to raise children's outcomes. For example, she is currently working on strengthening the teaching of early number, reading and writing so that children will be better prepared when entering the Reception class.
- In 2015, children made at least good progress from their starting points because of the consistently good teaching they receive. From typically low starting points, the proportion of pupils achieving a good level of development is above the national average. This makes sure that they are well-prepared as they move into Year 1.
- Disadvantaged children and those who have special educational needs or disability are well supported with their learning. As a result, they make good progress. Boys and girls achieve well when compared to their peers nationally. Any gaps in their understanding are swiftly identified and rapid action taken. Consequently, gaps between girls and boys in the early years are quickly closing.
- Behaviour of children in the early years is good. Routines are well-established and are consistently applied by all staff in and outside of the classroom. Children form good relationships in class and with older pupils, working and playing happily together.
- Relationships between staff and children are strong. This enables children to enjoy their early experiences of school and become enthusiastic learners. For example, children enjoyed setting up their 'road', working well together to put out the signs and agreeing how much to fine drivers for speeding. They discussed questions such as, 'How will the box go in the van?' before applying their writing skills to record their responses.
- The safety of children is good. Staff receive high-quality training in all aspects of keeping children safe, including paediatric first-aid training. They are observant and know how to report any concerns they may have.
- Parents talk positively about how quickly their children settled in school and the good education they receive. Parents comment that the transition from pre-school was 'seamless' as a result of the close links with the school. One parent describes how their child has, 'settled brilliantly and loves school'.

School details

Unique reference number	139303
Local authority	Wiltshire
Inspection number	10005512

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	David Court
Headteacher	Charlotte Robinson
Telephone number	01380 725234
Website	www.wansdyke.wilts.sch.uk
Email address	office@wansdyke.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Wansdyke School converted to become an academy school on 1 February 2013. When its predecessor school, Wansdyke Community School, was last inspected by Ofsted it was judged to be good overall.
- Wansdyke School is slightly smaller than the average-sized primary school when compared to primary schools nationally.
- The proportion of pupils who have special educational needs or disability is significantly above the national average.
- The school has a 20-place resource base providing specialist provision for pupils with complex needs. All of these pupils have a statement of special educational needs and are placed in the resource base by the local authority. There are currently 19 pupils taught, in two additional classes.
- The large majority of pupils are from White British backgrounds. There are a small number of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for support from the pupil premium is below the national average. This is the additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- Pupils in the early years are taught in one class on a full-time basis.

Information about this inspection

- Inspectors observed lessons or part lessons, some of which were joint observations with school leaders.
- Meetings were held with the headteacher, deputy headteacher, resource base manager, staff and governors. A meeting took place with the school leadership partner. Inspectors took into consideration the responses of 22 questionnaires completed by staff.
- A wide range of documentation was scrutinised during the inspection including the school's evaluation of its own performance, the school development plan and data relating to pupils' attainment and progress. Inspectors also checked the effectiveness of the school's safeguarding arrangements.
- Inspectors talked with groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. The responses from 23 pupil questionnaires were also considered. Inspectors listened to pupils read.
- The 57 responses to the online survey, Parent View were taken into account. Inspectors considered comments provided by text message and correspondence submitted to the team during the inspection. They also spoke to parents informally at the start of the day.

Inspection team

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