

# New Close Community School

30 Imber Road, Warminster, Wiltshire, BA12 9JJ

**Inspection dates** 20–21 February 2013

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good teaching ensures that all groups of pupils make good progress and achieve well in all year groups.
- Teachers use information about the progress of individual pupils accurately to plan work in lessons which is at the right level of difficulty for pupils' different abilities.
- The school provides a welcoming and secure environment for pupils and ensures that they are all given equal opportunities to make the progress they are capable of in both their academic and personal development.
- Good leadership and management ensure that any potential weaknesses in either pupils' progress or teaching are quickly noticed and tackled. Resources, such as the pupil premium funding, are used effectively for their intended purpose.
- The governing body has improved its effectiveness since the previous inspection and now offers a good level of support and challenge to the school.
- Pupils' behaviour and safety are outstanding. Pupils are very friendly and polite, get on extremely well together and with adults and also have excellent attitudes towards learning. Parents and carers appreciate that the school provides a very safe and secure environment for pupils.

### It is not yet an outstanding school because

- Standards in writing are not as high as those in reading and mathematics throughout the school.
- Pupils do not have a deep enough understanding and knowledge of the variety of cultures to be found in the United Kingdom.

## Information about this inspection

- The inspector observed nine lessons taught by seven teachers. One was a joint observation with the headteacher and another lesson was observed jointly with the deputy headteacher.
- The inspector observed the work of the school and looked at documentation including the school's development planning and self-evaluation, teachers' planning, school tracking information of individual pupils' progress, performance management documentation, minutes of governing body meetings and a range of other school policy documents.
- The inspector also listened to pupils from Year 1, Year 2 and Year 6 reading and made short observations of sessions on the teaching of phonics (linking letters and sounds).
- Discussions were held with the headteacher, the school's senior leadership team, members of the governing body, staff and pupils. A telephone conversation took place with a representative of the local authority.
- The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures.
- The views of the 23 parents and carers who responded to the Ofsted on-line Parent View survey, or who wrote or talked to the inspector, were analysed and the inspector also took account of the views of school staff in the 22 completed questionnaires.

## Inspection team

Michael Barron, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school situated in the centre of the military town of Warminster. A large percentage of the pupils attending the school come from military families.
- The proportion of pupils known to be eligible for the pupil premium is well above average. This provides funding for children in local authority care, those known to be eligible for free school meals and for those whose parents are members of the armed forces.
- Very few pupils presently attending the school joined the school in the Reception Class and many pupils leave before the end of Year 6.
- Most pupils are White British. A small number of pupils come from minority ethnic backgrounds although very few speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs who are supported at school action is below the national average. However, the proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average. These needs include behavioural, social and emotional difficulties.
- No alternative provision for pupils' education is used by the school.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is an on-site after-school club which is not managed by the governing body and did not therefore form part of this inspection.

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

- Improve attainment in writing throughout the school by:
  - providing pupils with frequent opportunities to develop their ability to use their literacy skills and their speaking and listening skills to best effect when writing longer pieces of work.
- Improve pupils' understanding and knowledge of the different cultures to be found in the United Kingdom, especially in large cities, for example by developing links with an inner-city school.

## Inspection judgements

### The achievement of pupils

is good

- The majority of pupils in the school are the children of parents who serve in the armed forces. Consequently, many pupils have attended a number of different schools in the past and it is not uncommon for pupils to enter or leave the school during term time. Only a minority of pupils enter the school in the Early Years Foundation Stage and stay until they leave at the end of Year 6.
- Despite this considerable disruption to their education, the school ensures that all groups of pupils, including disabled pupils, those with special educational needs and the large proportion of pupils entitled to extra support through the pupil premium, are well supported and make good progress in all year groups. The attainment of those eligible for support through pupil premium funding is similar to that of other pupils.
- Children who enter the school in the Early Years Foundation Stage often have skill levels below those expected for their age. Good teaching, which focuses strongly on building up children's social, numeracy and language skills, enables them to make good progress in both their personal and academic development during their first year at school.
- Pupils continue to make good progress in Key Stage 1, reaching average standards of attainment in reading in Year 1 and above average standards in reading, writing and mathematics in Year 2.
- Pupils' attainment in Year 6 is presently above average in both mathematics and English and pupils are on target to reach or exceed the targets set for them in reading and mathematics. However, pupils' attainment in Year 6 varies from year to year because pupils entering the school for the first time in Key Stage 2 usually come from a variety of school backgrounds and have often followed a different programme of activities to the rest of the pupils at the school.
- The school has developed a range of effective procedures to ensure that pupils needing extra help with their learning, especially those entitled to extra support from the pupil premium funding, are given the support they need to make the progress they are capable of. All pupils have individual targets for achievement in English and mathematics. Those in danger of falling behind with their learning are taught either individually or in small 'booster groups' to improve their progress.
- The school is aware, however, that pupils' attainment in reading and mathematics is better than their attainment in writing in nearly all year groups. The school has identified the need to ensure pupils are provided with frequent opportunities to use their literacy skills, including their speaking and listening skills, to better effect when writing longer pieces of work.

### The quality of teaching

is good

- The quality of teaching is good over time and this is reflected in pupils' good achievement. It is also reflected in the results of checks on the quality of teaching carried out by school leaders and external advisers. The teaching observed during the inspection was never less than good and, in several lessons, the teaching was outstanding.
- Teachers have high expectations of what pupils are capable of achieving. Lesson planning is often quite imaginative and teachers make sure that the work is well matched to pupils' abilities and previous understanding. Pupils say that they enjoy lessons because teachers make learning interesting. Pupils work hard and say that the tasks they are asked to complete are 'sort of in between hard and easy'.
- A feature of outstanding teaching is the way in which teachers use a variety of strategies to engross pupils in learning. For example, the imaginative use of a fox-shaped glove puppet by the teacher during a Year 1 phonics lesson ensured all the pupils in the class became totally immersed in copying the sounds that the fox made. They had smiles on their faces as the teacher used this to excellent effect to rapidly build up pupils' reading skills and all the class made outstanding progress as a result.

- Teachers enjoy good relationships with the pupils in their classes and adults assisting in the classroom are used effectively to ensure that the pupils requiring extra help with learning are well supported and make similar progress to all other pupils.
- The quality of marking of pupils' work in books is good and pupils say that teachers' spoken and written comments help them to understand how to improve their work and reach their individual learning targets.

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

- Pupils show a great deal of regard and respect for others and get on exceedingly well together. Their behaviour is exemplary at all times and pupils display very positive attitudes towards learning in all year groups. This contributes to an exceptionally positive atmosphere in lessons.
- Pupils say they really enjoy school and this is reflected in their consistently good punctuality each morning. However, pupils' attendance rates are affected by the fact that the school and the local authority authorise periods of compassionate leave for the children of army personnel returning from long periods of active service abroad in war zones such as Afghanistan. As a result, attendance figures are below average.
- Pupils of all ages have a very good understanding of the need to stay safe and say that they feel very safe in school. All the parents and carers who completed the online Parent View questionnaire unanimously agreed that their children are very well looked after in school and feel very safe. They also believe that behaviour in the school is typically outstanding.
- Older pupils say that they cannot remember any instances of bullying ever taking place in the school. They are also confident that, should bullying ever occur, adults would deal with it quickly and firmly. During discussions with older pupils it became evident that they have developed a very good understanding of the different forms of bullying, including physical bullying, cyber bullying and emotional bullying.

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

- The headteacher is an inspiring and dedicated leader who is respected by staff, parents, carers and pupils. She has ensured that morale in the school is high and that staff share her vision for school improvement.
- Good leadership and management at all levels, including the leadership of teaching, have enabled the school to maintain its effectiveness since the last inspection. The school receives light-touch support from the local authority, which correctly considers the effectiveness of the school to be good.
- The headteacher, senior leaders and the governing body have worked well to ensure that the school has developed a realistic view of its strengths and areas in need of improvement. As a result the school has correctly identified the need to improve attainment in writing throughout the school.
- Leaders are also fully aware that there is scope to develop pupils' knowledge and understanding of the range of cultures found in the United Kingdom. Pupils have little understanding of, for example, the different lifestyles of pupils who live in big cities.
- A scrutiny of pupils' work confirmed that the school has developed a rich range of subjects and activities, which has a good impact on pupils' spiritual, moral, social and cultural development. Subjects are combined together well in order to make learning enjoyable. The school has links with a similar school in China and recently had a 'Chinese Culture' week, which pupils said they really enjoyed taking part in. Pupils also say that they appreciate the wide range of visitors to the school and their trips to interesting places.
- The school has built up and fostered very good links with the local community and also with parents and carers, who value the quality of education the school provides for their children. Nearly all the parents and carers who completed the Parent View survey would recommend the

school to others.

■ **The governance of the school:**

- The governing body plays a full and active part in the life of the school. It meets all its statutory duties well, including its responsibilities regarding the safeguarding of pupils and health and safety matters. Governors receive regular training, for example, on the safe recruitment of school staff. They are committed to ensuring the school prepares pupils effectively for the next stage of their education. Governors are proud of what the school has achieved and have a firm understanding of how well it is doing in comparison to other primary schools. They offer a good level of support to the school and are not afraid to ask the headteacher and senior leadership team searching questions regarding the school's effectiveness. Individual governors visit the school frequently and keep a very close watch on how efficiently the school uses the money it receives to improve the attainment of pupils entitled to extra help from the pupil premium funding. The governing body also closely monitors data regarding the school's performance, especially the quality of teaching, in relation to its links to salary levels. It also ensures that pupils in all year groups have equal opportunities to succeed and that the school does not tolerate discrimination of any kind.

## 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>	126232
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	403596

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	147
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Hayward
<b>Headteacher</b>	Karin Ancell
<b>Date of previous school inspection</b>	29–30 April 2008
<b>Telephone number</b>	01985 212304
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