

St James and Ebrington Church of England Primary Schools

Inspection report

Unique Reference Number	115713
Local Authority	Gloucestershire
Inspection number	363835
Inspection dates	17–18 May 2011
Reporting inspector	John Eadie

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	186
Appropriate authority	The governing body
Chair	Kim Binder
Headteacher	Joanna Jonson
Date of previous school inspection	14 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons or part lessons and observed seven teachers. Inspectors held meetings with leaders and managers, the Chair and vice-chair of the Governing Body, staff and pupils. They observed the school's work and looked at a variety of documentation, including the school's improvement plan, policies and procedures, particularly those concerning safeguarding, data showing the progress that pupils are making and evidence from the school's own monitoring as well as that of the local authority. Questionnaires returned by 80 parents and carers were analysed, as were those completed by 104 pupils in Years 3 to 6 and 22 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils through the school, as the school suggests it is good, although nationally-published data might indicate that it is satisfactory.
- The effectiveness of initiatives to raise standards in reading, and particularly writing, especially in Years 1 and 2.
- The effectiveness of the development of pupils' basic skills, particularly in information and communication technology.
- The effectiveness of the new headteacher and senior leadership team in communicating their ambition so that it is shared by all staff and governors.

Information about the school

The school is a little smaller than average and is on two sites. About two thirds of the pupils attend the site in the Cotswold market town of Chipping Camden, the remainder are sited in the village of Ebrington, some three miles away. The vast majority of pupils are White British. Very few of the remaining pupils of other ethnic heritages speak English as an additional language, and none is at an early stage of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average and most of these have moderate learning difficulties. The headteacher took up her post at the start of November 2010 and the deputy headteacher and assistant headteacher were appointed for January 2011. All of these were internal appointments.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The new headteacher and leadership team have rapidly created their own vision for the school, which is shared well by all staff and governors, and the school has maintained its status as a good school. It has a number of strong features, the most significant of which is the outstanding quality of care, guidance and support. As a parent put it: 'The school places great value on the both the children's and staff members' social and emotional well-being.' This results in pupils feeling outstandingly safe. They are extremely well aware of what constitutes an unsafe situation and say that there is always an adult to whom they can turn if they have a problem. Pupils on both sites were adamant that bullying just does not happen.

There have been a number of good improvements since the last inspection. In particular, the provision for children in the Early Years Foundation Stage is now outstanding. These children make excellent progress because of teaching that is focused extremely well on their particular needs. More recently, leaders have initiated improvements to raise attainment in reading and writing in the rest of the school. These have already begun to have an impact and pupils' progress in these two areas is now as good as it is in mathematics. Pupils are now making good progress throughout the school in reading, writing and mathematics, and their attainment is above average by the time they leave.

There have also been improvements in systems of assessment. Teachers are accurate when assessing pupils' progress and use this information very well to identify any who are in danger of falling behind. Effective strategies are then put in place to help pupils catch up, and the effectiveness of these strategies is evaluated closely. However, these clear assessments are not used as well as they might be to enable pupils to know the next steps in their learning. Although pupils have targets for these next steps, they are not precisely matched to their abilities or needs.

The school has recognised that pupils' basic skills in information and communication technology, although satisfactory, are not as good as they should be. Work has started on forming a plan of action to develop pupils' skills further and to encourage their use in a range of other subjects.

In their responses to the questionnaire, all staff were very positive that they know what the school is trying to achieve and that they are involved in the process of heading in that direction. The new leadership team has communicated its ambition and plans to be an outstanding school very well. There is a clear sense of teamwork among all staff and governors to achieve this aim. Monitoring has improved recently. For example, teachers now have regular meetings with leaders and managers to discuss the progress of the pupils in their class, and this is beginning to have an impact on giving teachers more accountability for ensuring this progress. Almost all staff and governors are involved in processes of self-evaluation and a very accurate picture of the school's strengths and

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areas for development has been created. Bearing all this in mind, despite the newness of the leadership team, the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' attainment, and accelerate their progress still further in English and mathematics, by:
 - using the current systems of assessment to set precise targets for pupils' next steps in learning that accurately match each pupil's abilities and needs
 - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning and give time for pupils to respond to this feedback
 - sharing these next steps consistently with pupils and their parents and carers.
- Raise standards in information and communication technology by:
 - assessing what skills pupils have already gained and using this information to put in place a structured programme to develop skills further
 - providing more opportunities for pupils to use and practise information and communication technology skills in other subjects.

Outcomes for individuals and groups of pupils

2

In most lessons, pupils thoroughly enjoy their learning. They make good progress and achieve well. Their enthusiasm for learning was seen in a mathematics lesson when they were solving problems; here, a purposeful buzz was evident as pupils were completing their tasks keenly and successfully. This was also seen in a lesson where pupils were writing about volcanoes. Using a poem as a stimulus, pupils were eagerly using good picturesque language. There are sometimes occasions when pupils are less engaged, as when they spend too long on the carpet listening without being actively involved. The individual needs of pupils with special educational needs and/or disabilities are understood very well by all staff, enabling these pupils to make good progress relative to their abilities.

Pupils are developing well into responsible and sensitive young people. As a parent said: 'In addition to the school's good academic achievements, we are impressed by its emphasis on personal development.' Pupils are keenly aware of their place in, and their responsibilities as members of, society. Behaviour is good, with pupils almost always very aware of the needs of others although, just occasionally, play is a little boisterous. Pupils make a good contribution to the smooth running of the school by taking on responsibilities willingly and they are involved well in the local community, taking part in the local music and literary festivals, for instance. They raise good sums of money for those less fortunate around the world, particularly as staff have links in Kenya and Sri Lanka. However, pupils' awareness of the multicultural nature of the British community is insufficiently developed. Although pupils take lots of activity and have very good knowledge of how to lead a healthy lifestyle, they do not always carry this through into making healthy dietary choices, for example.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There is good consistency in the quality of teaching. Lessons are planned to be interesting and engaging, and pupils are provided with a good variety of extra opportunities. For example, during the inspection, a Japanese visitor worked with one class, teaching them something of her culture, while instructing them in the art of origami. Teaching assistants are particularly skilful and provide very good support, particularly for those pupils with special educational needs and/or disabilities.

The basic skills in literacy and numeracy are taught thoroughly, so preparing pupils well for their future. Their progress in mastering these skills is checked very carefully, although this is not the case in information and communication technology. This means that, as teachers are unsure of the skills that have been mastered, they are not sufficiently aware of what pupils need to learn next in this subject. In English and mathematics, although assessment is thorough, this has not been carried on to the next stage of giving pupils precise information about what they need to learn next in order to make faster progress. Teachers are therefore unable to give pupils accurate feedback on the success of their learning and pupils and their parents or carers are not always sure of how well they are doing. Opportunities are also missed for giving time for pupils to read and respond to the teacher's marking in their books.

There are many opportunities provided for pupils to practise their literacy skills in other subjects, for example when writing in history or religious education. These opportunities

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are more limited when practising numeracy skills and, particularly, skills in information and communication technology. There is a good range of extra-curricular activities and these are supported well, especially the sporting opportunities. Visits, such as those to a mosque and a synagogue, which contribute well to pupils' spiritual, moral, social and cultural awareness, are an important part of the curriculum. Visitors, too, play their part in broadening experiences; for example the visit by a brass specialist enthused pupils and encouraged a good number to take up playing a brass instrument. Expertise from partner schools is used well, providing specialist teaching in French and science and giving opportunities to challenge more-able pupils.

The care and support provided for each individual are of high quality. Each child and their circumstances are known exceptionally well by all staff and careful plans are put in place to support any in need. External agencies are used extremely well when necessary. This care also extends to families and the school goes out of its way to ensure that all are supported.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and leadership team have made a robust start at heading the school in the direction towards the accolade of outstanding. Their clear ambition is evident in the common sense of purpose among all staff and governors. The governing body is very supportive. The governors challenge well and, as a number of members are new, they recognise the need for training in their role of monitoring and evaluating the school's effectiveness. Middle managers are empowered well and are capably taking responsibility for their areas of accountability. All staff and governors are aware of their responsibilities for keeping pupils safe, and procedures and policies for safeguarding are in good order. However, there are some minor actions needed on aspects of health and safety.

The school is extremely inclusive. All pupils are valued and their talents and gifts are recognised and celebrated. The performance of different groups is evaluated carefully. For instance, comparison with national data suggested that pupils known to be eligible for free school meals did not perform as well as they should in the tests for pupils in Year 6 last year. Careful analysis was carried out of the progress of all pupils in this category in the school and the blip was found to be specific to the particular pupils in that cohort. As the school is almost entirely mono-cultural, there are difficulties in preparing pupils to challenge stereotypical views and to live and work in a culturally diverse country. However, the school has recognised this difficulty and is working to link with a school with a much greater ethnic mix.

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The school is an impressively cohesive community. All within it get on well and good opportunities are provided for pupils from the two schools to link up for projects for example. There is good involvement in the local community. A thorough audit of the promotion of community cohesion has been carried out and an action plan developed to address the relative weakness of the pupils' awareness of the diversity of British culture.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make excellent progress during their time in the Reception classes and develop very good communication, number and personal skills. They are independent and articulate, concentrate well and their imagination is developed extremely well because of the skilled questioning techniques of the adults. For example, a group was observed using the equipment in the outside area very creatively to invent a game, based on 'baddies' and 'goodies' all sorts of traps were set for the 'baddies'! Relationships are very strong and so behaviour is outstanding. Children are developing excellent attitudes to learning and have a very keen desire to participate. They are observant and enthusiastic about all around them, for instance showing real excitement about the wormery in one class and that their tadpoles were growing legs in the other.

The environment on both sites is highly stimulating. Staff make best use of the space available, especially the more restricted area at Ebrington, and this is an excellent improvement since the last inspection. Educational programmes are rich and varied and match children's needs very well. Assessment through observations is rigorous and is used very effectively to plan the next steps for children's learning. Children are highly motivated through inspirational teaching.

All records, policies and procedures for safe and efficient management of the Early Years Foundation Stage are fully in place. Links with parents, including notes of children's

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achievements at home, give valuable insights into children's development. Leadership is outstanding and all staff are very clear about strengths of provision and what they wish to improve. There is an unmistakable shared commitment to high aspirations and to equality. Leaders have overcome the difficulties of working on two sites extremely well and staff have regular opportunities to meet and share planning and expertise.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The response rate to the questionnaires for parents and carers was higher than average and the response was overwhelmingly positive. Many affirmative comments were made, such as, 'I feel the school is nurturing my child and preparing her for a bright well-balanced future,' and, 'My child loves this school and we always find the staff approachable, friendly and caring.'

Very few concerns were expressed, although a very small minority felt that the school does not always listen to their concerns or suggestions. However, other parents and carers took the opposite view, supporting this from their own experience.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St James and Ebrington Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	64	28	35	0	0	1	1
The school keeps my child safe	54	68	24	30	2	3	0	0
My school informs me about my child's progress	35	44	40	50	2	3	0	0
My child is making enough progress at this school	36	45	37	46	3	4	0	0
The teaching is good at this school	45	56	30	38	0	0	1	1
The school helps me to support my child's learning	39	49	38	48	2	3	0	0
The school helps my child to have a healthy lifestyle	38	48	37	46	2	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	51	33	41	2	3	0	0
The school meets my child's particular needs	40	50	36	45	2	3	0	0
The school deals effectively with unacceptable behaviour	39	49	32	40	2	3	1	1
The school takes account of my suggestions and concerns	29	36	45	56	4	5	0	0
The school is led and managed effectively	40	50	32	40	3	4	0	0
Overall, I am happy with my child's experience at this school	47	59	31	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2011

Dear Pupils

**Inspection of St James and Ebrington Church of England Primary School,
Chipping Camden, GL55 6DB**

Thank you so much for welcoming us to your school recently. We thoroughly enjoyed our time with you and listening to all you told us about your school. We are not surprised that you enjoy it as it is a good school.

These are some of the best things we found.

- All adults look after you extremely well, so you feel exceptionally safe and secure.
- The progress you make in reading and writing has improved and you are now making good progress in reading, writing and mathematics.
- The children in the Reception classes have a particularly good start to their schooling and they make outstanding progress during their first year.
- Your teachers plan interesting tasks for you to do and almost all of you told us that you learn a lot in lessons.
- You are developing well into sensible and responsible young people and you behave well.
- Your headteacher, the other staff and governors have really good plans to make your school even better. They want it to be outstanding!

These are the things we think need to be improved.

- Although teachers are keeping a careful check on how well you are doing, they do not always give you clear guidance on how you can make faster progress in reaching the targets they set for you or when they mark your work. It would be good if you shared these targets regularly with your parents and carers.
- You are not doing as well in information and communication technology as in English and mathematics because you are not learning the skills well enough. You also do not have enough opportunities to use the computers in other subjects.

I know you will want to help your teachers by continuing to work hard and perhaps you can ask them more frequently how you can improve your work.

Yours sincerely

John Eadie

Lead inspector

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