

# Great Staughton Primary School

The Causeway, Great Staughton, St Neots, PE19 5BP

**Inspection dates** 26–27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Achievement is good. Pupils reach standards above national averages at the end of Year 2 and Year 6. Children achieve above expected levels in the Early Years Foundation Stage.
- Teaching is good and sometimes it is outstanding. Pupils respond well, make good progress and have very good attitudes to learning. They take learning seriously.
- Reading skills are very well developed, including knowing about letter names and sounds, because of very rigorous teaching in the Early Years Foundation Stage.
- Teachers plan interesting, practical lessons for the wide ability range in each class. Expectations are high. All groups of pupils are fully involved, independently or in small groups.
- Mutual respect, high levels of courtesy and consideration lead to purposeful, enjoyable and safe learning.
- Informed and energetic leadership by the headteacher make a significant impact on all aspects of the school's work. All staff are effective leaders of learning. Rigorous monitoring of classroom practice means teaching is consistently good.
- Governance is increasingly effective. Through extensive training, governors know how to challenge the school on the quality of its provision and its impact on pupils' learning. This has contributed to pupils' good progress.

### It is not yet an outstanding school because

- Attainment and progress in mathematics are slightly below those in English.
- Subject planning is not as well developed in other subjects as it is in English and mathematics.

## Information about this inspection

- The inspector observed six lessons, of which two were joint observations with the headteacher. In addition, she observed some shorter sessions in each key stage.
- The inspector talked to the school council about its views of the school. She talked to the Co-Chairs of the Governing Body, the headteacher and all teachers responsible for particular aspects of provision, for example literacy, numeracy, special education needs, curriculum planning and safeguarding. The inspector also talked to a representative of the local authority.
- The inspector scrutinised samples of work from all year groups, displays of pupils' work in class and around the school and how well work was presented, marked and assessed.
- The inspector looked at the school's assessment data, planning documents, the school's improvement priorities, self-evaluation documents, governing body minutes, local authority evaluations, attendance records and documents relating to safeguarding.
- The inspector took account of 32 responses to the online questionnaire (Parent View), four letters and the school's own survey of parents, carers and pupils.

## Inspection team

June Woolhouse, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average size for its type.
- The proportion of pupils identified as disabled or who have special educational needs supported through school action or school action plus is below average. No pupils have statements of special educational needs.
- Very few pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals or for those whose parents or carers are serving in the armed forces.
- The proportion of pupils learning English as an additional language is well below average.
- Children join the Early Years Foundation Stage full-time in the Reception class at the start of the academic year.
- On-site childcare provision operates for 51 weeks of the year and a pre-school nursery operates in term time, neither of which is managed by the governing body. Both are subject to separate Ofsted inspections.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.
- The headteacher has been in post since September 2010 and is also responsible for the leadership of Overhills Primary School in the nearby village of Kimbolton.
- The school is currently organised into three mixed-age classes.

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

- Follow the successful training undertaken for teaching English with similar training in mathematics to improve teachers' expertise so that pupils' progress in mathematics is accelerated to more closely match the good progress in reading and writing.
- Plan better-quality learning opportunities in all National Curriculum subjects so that pupils can apply more widely their key literacy, numeracy and information and communication technology (ICT) skills.

## Inspection judgements

### The achievement of pupils is good

- Standards in reading, writing and mathematics in Year 6 have improved over the past three years. They are now above national averages, particularly so in reading and writing, the school's priority last year.
- The previous decline in standards at the end of Year 2 has been arrested. Reading, writing and mathematics' standards are now above national averages because of improved teaching and higher expectations of what pupils can achieve.
- Children join the Reception class of the Early Years Foundation Stage with skills that are expected for their age. They make good progress and all exceed the expected levels across the seven areas of that curriculum by the end of the year. They continue to make good progress year on year across the school. There is uneven progress in mathematics at the start of Key Stage 2, which is back on track by Year 4.
- More pupils achieved the expected two levels of progress in both English and mathematics in 2012 than in the previous year. This result was also above the national average.
- Good progress is made by the few pupils who are learning English as an additional language or who are disabled or who have special educational needs. Their needs are identified quickly and extra support from skilled teaching assistants means they keep up with their class-mates.
- The very small number of pupils eligible for pupil premium support make at least the expected progress because they receive effective help from teaching assistants in reading, writing and mathematics. They benefit from wider curricular experiences through trips, sport and music as part of the school's policy for inclusion, promoting equality of opportunity and eliminating discrimination.
- All pupils in Year 1 achieved the required standard in the phonics test, showing that they know the letter names and the sounds that they make. This knowledge contributes significantly to above-expected levels of attainment in reading by the end of Year 1. It provides the necessary foundation for successful reading thereafter.
- Pupils throughout the school read well. Reading is taught systematically and practised on a daily basis. Parents and carers contribute to their children's success by listening to reading at home and writing comments in reading diaries alongside those of the school. The school encourages this parental involvement.
- Pupils present their work in good-quality, joined-up handwriting. Independent writing, completed once a term for the purpose of assessing progress, clearly demonstrates good levels of improvement over time.

### The quality of teaching is good

- Teaching is good in most subjects and especially in speaking, listening, reading, writing, mathematics and ICT, considered by school leaders as fundamental tools for effective learning in all other subjects. However, teachers have not been as confident in teaching mathematics as they have in reading and writing. The current programme of professional development is aimed at increasing teachers' expertise and further accelerating pupils' progress.
- Teachers' planning is consistently detailed and addresses the wide ability and age range in each class. Pupils know clearly what they are going to learn because interactive whiteboards

are used well to display the lesson's learning intentions. They know the key features of learning that they must check at the end of the lesson to assess their own progress.

- Some teaching is outstanding. It is inspirational and galvanises pupils' attention and interest. High expectations, enthusiastic instruction and incisive questioning result in pupils' immediate involvement in learning. The emphasis on learning through opportunities to rehearse ideas in small-group discussion or personal jottings results in consistently good or better progress.
- Well-judged deployment of teaching assistants means that any disabled pupil or any with specific learning or behavioural needs benefit from one-to-one support and time for more practice. These pupils keep up with their classmates and there is a cohesive and inclusive learning atmosphere.
- Teachers assess pupils' work regularly and rigorously using national guidance matched to National Curriculum standards. The outcomes are used effectively to plan what pupils will learn next. Any pupil falling behind is identified quickly and given extra support.
- Teachers provide pupils with details of what they are expected to achieve throughout the year. Charts placed in pupils' workbooks show the next set of targets. Pupils use them to judge what they have achieved in lessons.

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

- Pupils' behaviour in class, around the school and on the playground is exemplary because that is what is expected by all adults. They, too, are respectful towards each other and their pupils, leading to a harmonious learning atmosphere for all. Trained adults skilfully intercept potentially disruptive behaviour of any pupil assessed as having an emotional and behavioural need.
- Pupils agree that they feel safe in school and know who they can talk to in a moment of uncertainty. This attention to pupils' well-being, through the focus on each individual and the automatic inclusion of all, is a significant factor in promoting positive learning attitudes leading to good progress.
- Pupils have a very clear sense of what is right and wrong. Older pupils understand how younger pupils might feel in a larger group and take seriously the important job of being a buddy to them, especially at playtimes. Together, these attributes reflect the high importance staff attach to pupils' spiritual, moral, social and cultural development.
- Pupils attend school very regularly and are punctual. The vast majority enjoy their learning. The older ones are correct about how to improve learning further. They want more trips to London, more topics, more sport and more history and geography. This broadening of learning opportunities would enable them to apply their literacy, numeracy and ICT skills more often.
- Pupils talk knowledgeably about bullying and are critical of anyone who strays into the territory of unacceptable behaviour. Bullying is very uncommon at school and is dealt with swiftly by staff. Parents and carers are included in any necessary mediation to prevent further problems. There have been no exclusions for many years.
- Pupils feel safe because the school's policies and procedures are comprehensive and systematically followed. Appropriate risk assessments are carried out for trips or use of shared outdoor spaces. Parents and carers are very satisfied with the safety arrangements for their children.

**The leadership and management is good**

- Energetic, informed leadership, ably led by the headteacher, is properly directed at setting a stimulating learning climate which leads to pupils' good progress and outstanding attitudes to learning. The headteacher, relatively new to the school, has set challenging targets for both pupils and staff in her determination to improve provision. She and her team have succeeded.
- Rigorous and accurate evaluation of teaching, planning and the assessment of pupils' work have led to faster progress. Well-directed training to improve teaching and the accuracy of assessments has resulted in higher standards, particularly in reading and writing. Teachers now have greater subject knowledge in English and more understanding of how pupils learn effectively.
- The school's longer-term plans include improving teachers' knowledge and expertise in mathematics teaching. A legacy of less-effective teaching at the start of Key Stage 2 has been eradicated. The subject leader's planned, in-depth training and its dissemination to all staff, mirrors that completed in English and is aimed at bringing rates of progress in mathematics to match those in reading and writing.
- Daily sessions in the systematic teaching of phonics and reading across the school result in high standards. Pupils apply these skills to other subjects and are able to work independently to gain deeper understanding and more knowledge. These important skills have a direct and positive impact on problem solving and working collaboratively in groups or pairs.
- Well-organised data on pupils' progress are available to all staff and used effectively to identify pupils who fall behind or those who can achieve more. The headteacher is refining the system so that staff all know the standards pupils attain and the amount of progress they make in each year group. Staff and the governing body acknowledge the need to ensure that this information is in a form that is directly comparable with national data so as to ensure that pupils learn as well as they can.
- Well-planned learning activities motivate pupils because teaching is consistently good in reading, writing, mathematics, science and ICT. The other curriculum subjects, for example, history, geography, art, music, physical education, design and technology and religious education are planned in less detail by comparison. Pupils express a wish to combine subjects into topics and to study them more often.
- Good communication with parents and carers ensures their full support as partners in the education of their children. They are very positive about how the school functions and agree their children are happy and safe. Safeguarding procedures meet requirements.
- The local authority provides effective support, including regular evaluation of school development priorities and pupils' progress.
- **The governance of the school:**
  - is well led, enhanced by in-depth training and fully supportive of the school's aims and priorities
  - challenges school leaders on how well pupils are learning because governors understand what published school assessment information means and compare it with national data.

## 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>	110678
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	401143

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>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hazel Bell and Paul Williams (Co-chairpersons)
<b>Headteacher</b>	Claire Matthews
<b>Date of previous school inspection</b>	27 May 2010
<b>Telephone number</b>	01480 860324
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