

Siddington Church of England Primary School

The Coach Road, Cirencester, Gloucestershire, GL7 6HL

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The good decision taken by governors to join the partnership group with another local school has strengthened the leadership, energised staff and accelerated improvement.
- Pupils achieve well. Their attainment is rising as a result of more rapid progress. This is because teaching focuses precisely on meeting the needs of pupils of all abilities.
- Teaching is good across the school with some outstanding elements, such as the way teachers question pupils to develop their understanding.
- Reading is a strong aspect of the school's work because it is taught systematically across the year groups. Pupils' range of reading is impressive even from a young age, and their comprehension skills are developing well.
- Behaviour is good due to the positive relationships that exist in the school. Teachers know the pupils very well, ensuring their welfare at all times. Pupils concentrate hard in lessons because they enjoy their learning.
- Robust monitoring by the new headteacher, followed by an intensive support programme, has been effective in improving the quality of teaching.

It is not yet an outstanding school because

- There is not enough outstanding teaching yet because occasionally independent work does not provide enough opportunities for pupils to explore ideas for themselves.
- Governors have not been rigorous enough in the way they check the impact of improvement plans on pupils' progress.

Information about this inspection

- The inspector observed seven lessons of which three were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, the Chair of the Governing Body, the headteacher, and the school's senior staff. In addition, the lead inspector spoke with a representative from the local authority.
- The inspector took account of the three responses to the on-line questionnaire (Parent View) and the results from the school's recent survey of parents and carers, as well as consulting informally with parents before school.
- She observed the school's work, looked at a range of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is broadly average.
- The proportion of pupils with special educational needs supported at school action is above average and the proportion supported at school action plus or with a statement of educational needs is in line with the national average.
- Most pupils are White British and come from the local rural community.
- The school is part of a two-year partnership with a neighbouring primary school with a view to federation in the future. The executive headteacher has been in post at this school since September 2012.
- The school meets the current floor standard which sets the government minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that pupils have more opportunities to investigate new ideas for themselves
 - ensuring that pupils are given opportunities to present and explain their findings.
- Improve the strategic leadership of the school by:
 - extending the current monitoring so that governors can judge the impact of actions on pupils' progress for themselves.

Inspection judgements

The achievement of pupils is good.

- Children join the Reception class with skills that are below those expected for their age, particularly in their personal and social skills and language development. They achieve well in the Early Years Foundation Stage in the majority of areas of learning but especially in their reading and knowledge of letters and the sounds they make.
- Since the last inspection attainment has risen in both key stages. This is because progress has accelerated, more noticeably in reading and mathematics. By the time pupils leave in Year 6 they have made at least the expected progress and reached standards that are in line with the national average.
- Over the past year progress has accelerated more rapidly as teachers match the work more precisely to meet the needs of pupils and extend the more able. The more robust system of assessment during the year and the careful tracking of attainment are ensuring that any pupil whose progress slows is identified quickly and helped to catch up.
- The pupils supported by the pupil premium and those with special educational needs make at least the expected progress and sometimes better. The carefully selected programmes of work, especially in reading and writing, are helping to develop pupils' language skills effectively.
- Pupils enjoy their learning because teachers make the lessons interesting and give them clear guidance on how well they are doing. They work hard and persevere with their tasks to achieve the best they can.
- Standards in reading have improved with the introduction of a systematic programme for teaching early reading skills and the tailoring of support for any pupils who have fallen behind. From a young age pupils read widely and often, while the older ones enjoy the up-to-date range of authors on offer.

The quality of teaching is good.

- The quality of teaching is good overall. Some teaching is outstanding. This profile has improved over the past year as teaching has been monitored more robustly and teachers have benefited from an effective programme of support.
- Teachers are adept at matching their level of questioning, along with carefully planned activities, to extend pupils' thinking and develop their skills. In one outstanding lesson in Key Stage 2 pupils were asked to explain all the instances where and why they would use colons and to apply this knowledge to their writing straight away. The probing questioning of the teacher ensured that they deepened their understanding. Occasionally, pupils are not given enough opportunity to explore new concepts and explain their ideas for themselves.
- Reading, writing and mathematics are taught effectively. The introduction of regular extended writing sessions with the careful assessment of pupils' work is helping to raise standards in English. Teachers make sure that ample opportunities are provided for pupils to apply their mathematics and writing skills across other subjects.
- Teachers know how well their pupils are progressing and plan precisely to close any gaps in attainment and progress. The target setting process is used effectively and by pupils and teachers alike.
- Marking and feedback to pupils on how well they are doing are consistently good across the school. Pupils respond well to comments from teachers and know precisely how to make improvements to their work.
- The pupil premium funding and that for special educational needs have been used effectively to support smaller teaching groups in reading and writing skills. Teaching assistants have been well trained in the new support programmes. Their work is having a positive impact on these pupils' progress so that these pupils are catching up with their classmates more quickly.

The behaviour and safety of pupils are good.

- Behaviour in and around the school is good because of the harmonious relationships that exist. Pupils enjoy the company of each other and of adults. In lessons they apply themselves well, although occasionally noise levels rise if independent work is less engaging.
- Typically, pupils are open and friendly with good manners. They delight in being part of a small community but have an obvious understanding of life further afield and the multicultural aspects of Britain.
- Pupils are very clear that there is no bullying in the school, although they are aware of the various forms that this can take. Parents and carers support this view. Where minor incidents occur both pupils and their parents have complete trust in staff to resolve these promptly and effectively.
- Behaviour is managed well because of the consistent application of the behaviour policy. Pupils respond well to incentives such as 'precious stones' to earn class rewards and colour 'belts' as they improve their mastery of punctuation skills.
- The arrangements for ensuring the safety and welfare of pupils are good. Pupils feel secure in school because they know that the adults take timely steps to ensure their well-being and safety.
- Attendance is improving due to robust steps taken by the school to follow up on any absence and to discourage parents taking holidays in term time. Current attendance is in line with the national average with good levels of punctuality.

The leadership and management are good.

- The decision taken by the school's leaders in the past year to become part of a partnership with a neighbouring school has been a positive step, increasing the pace of improvement. The school has received good support from the local authority and the diocese in this respect. The new headteacher has inspired staff with a renewed sense of ambition and determination to provide the best opportunities for pupils to learn.
 - Teaching is checked thoroughly and a good programme of support has ensured that the skills of all levels of staff have improved. The introduction of more rigorous systems for assessing and tracking pupils' progress enables senior leaders to judge the impact of improvements more accurately, and hold teachers to account.
 - Literacy is well led and managed. Working alongside other colleagues in the partnership has strengthened the leadership by helping to confirm judgements about pupils' progress and providing ways to monitor teaching more extensively.
 - Improvements to the curriculum have increased the opportunities for pupils to apply their skills across other subjects. The upgrading of the equipment for information and communication technology has enabled pupils and teachers to use this in lessons more effectively.
 - The leadership ensures that pupils' spiritual, moral, social and cultural skills are developed well. Links with other schools to play sport, sing in the community and support charity events are having a good impact on their appreciation of the wider world. Pupils enjoy and embrace the spirituality of the 'Open the Book' assembly which was observed during the inspection.
 - The strengthening of the partnership with parents has enabled them to become more involved in their children's learning. The provision of a Key Stage 2 homework club has been very well received.
 - All statutory arrangements for safeguarding are met because the leaders put a high priority on ensuring that staff skills are up to date and that everyone is vigilant about health and safety issues.
 - **The governance of the school:**
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- The governing body is experienced and well organised, capably guiding the school through the recent period of a change. Increasingly, governors challenge the school's leaders through their improving knowledge and understanding of performance data and they are keen to continue extending these skills through appropriate training. However, their monitoring is not yet rigorous enough for them to judge for themselves the impact of improvement plans on pupils' progress. They understand how the performance of staff is managed, including actions to improve the quality of teaching, and how this links to pay progression. They know how well the pupil premium has been used to target the gaps in attainment by providing focused support. The governors manage the school's budget carefully and pay close attention to safeguarding arrangements.
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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	115665
Local authority	Gloucestershire
Inspection number	401530
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair	Rev David Bowers
Headteacher	Chris Conners
Date of previous school inspection	30 June–1 July 2010
Telephone number	01285 652866
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