

# North Cerney Church of England Primary School

North Cerney, Gloucestershire, GL7 7BZ

**Inspection dates** 25–26 June 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.

- Pupils make good progress in all year groups. This is particularly the case in reading, where pupils become enthusiastic readers because their phonic skills are well developed.
- The quality of teaching is good. It has improved in recent years, due to effective monitoring strategies and this has had a positive impact on pupils' achievement. Skilled teaching assistants play a valuable role in supporting pupils' learning, especially for disabled pupils and those who have special educational needs.
- Pupils' behaviour and safety are outstanding. They are polite and caring and are particularly respectful of the views of others. There was unanimous agreement from classmates when one pupil said that the best thing about school is 'the family atmosphere'.
- Leadership and management are good. All staff and governors share a clear direction and commitment to strive for the best. Middle leaders play an effective role, particularly in improving achievement in literacy and numeracy. Governors are supportive and well able to challenge leaders. Pupils' spiritual, moral, social and cultural development is good.

### It is not yet an outstanding school because

- Insufficient teaching is outstanding because there are occasions when teachers do not match work accurately enough to the needs and abilities of pupils, particularly for those who are more able.
- Pupils' progress is not consistently outstanding because their skills in rapid recall of addition and multiplication are not sufficiently quick. Pupils do not have sufficient opportunities to write from their own experience or practise their writing skills in other subjects.

## Information about this inspection

- The inspector visited 10 lessons.
- Meetings were held with leaders and managers, staff and pupils. The Chair of the Governing Body and another governor were interviewed. There was a meeting with a representative of the local authority.
- Parents and carers were met at the beginning and end of the school day and consideration was given to the 23 responses from parents and carers to the online questionnaire (Parent View).
- The inspector observed the school's work and looked at a range of documentation including the school's self-evaluation, plans for improvement, policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

## Inspection team

John Eadie, Lead inspector

Additional Inspector

## Full report

### Information about this school

- North Cerney Church of England Primary School is much smaller than the average-sized primary school. Pupils are grouped into three classes, one for Reception and Years 1 and 2, one for Years 3 and 4 and one for Years 5 and 6.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is higher than average. There are currently no children in the school in the care of the local authority or of service families.
- There are a few pupils from minority ethnic groups and a small proportion of these speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or who have statements of special educational needs is below average.
- The proportion of pupils leaving or joining the school at times other than the normal leaving or joining points is much higher than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The headteacher works for 70% of the week and is supported by an assistant headteacher who acts as headteacher for the remaining 30%.

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

- Increase the proportion of teaching that is outstanding by ensuring that tasks are always accurately matched to the needs and abilities of all pupils, particularly the most able.
- Accelerate pupils' progress further by:
  - ensuring that their skills of rapid recall of addition and multiplication facts are developed more effectively
  - providing further opportunities for pupils to write from their own experiences and to practise their writing skills in other subjects of the curriculum.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with levels of skills and knowledge that are lower than expected for their age. They make good progress in their Reception year, and are working almost at expected levels by the time they join Year 1. Their good progress is due to the careful plans made for each individual's learning by the teacher and the skilled work of the teaching assistant who delivers key aspects of the curriculum in literacy and numeracy.
- This good progress continues in Years 1 and 2 and by the time pupils are assessed in Year 2 their attainment is in line with national averages. Good progress is maintained through Years 3 to 6. The pupils currently in Year 6 are working at levels above those expected for their age.
- Standards in reading are particularly good. All pupils attained the expected level in the 2012 national phonics (linking letters and sounds) screening check in Year 1. Pupils enjoy their reading and read broadly and by the time they leave standards are above average.
- Pupils' progress is not as fast as it could be in mathematics because too many pupils do not have rapid recall of their basic addition and multiplication facts and the systems to improve have not yet been fully effective. For instance, some pupils in Years 3 and 4 were struggling to double a single-digit number. Similarly, in writing pupils do not have sufficient opportunities to write from their own experiences or to practise their writing skills in other subjects, such as history or religious education.
- Disabled pupils and those who have special educational needs make good progress. They have specifically focused plans made for their learning and are well supported, often by one of the skilled teaching assistants.
- The very few pupils from minority ethnic groups make the same progress as their classmates. Those who speak English as an additional language have sufficient command of English to enable them to take part in all learning activities and they also make good progress.
- Those pupils who join the school in classes other than Reception are quickly assimilated and their progress is soon as good as other pupils.
- The pupil premium funding is well used to support individual pupils and they make similar progress to other pupils.

### The quality of teaching is good

- The quality of teaching is consistently good, with some examples of outstanding practice. This is an improvement over the last few years, as records show that in the past there was a small proportion of teaching that required improvement.
- A particular strength of teaching is teachers' use of questions to extend and challenge pupils' thinking. For instance, in a literacy lesson where pupils were preparing arguments for and against school uniform, the teacher was constantly encouraging pupils to discuss their ideas through careful questioning.
- Teachers are good at encouraging independence in pupils' learning, saying such things as 'It's your decision' when pupils are planning their work.
- Although teachers usually plan well for the range of abilities and ages in their classes, there are occasions when levels of challenge are not consistently high, particularly for the more able pupils. This meant that in previous years fewer pupils than expected gained the higher levels in the national assessments.
- Teachers assess pupils' progress regularly and are quick to identify any who might be in danger of slipping behind. Good strategies are put in place to enable them to catch up, most of these delivered by very skilled teaching assistants. The effectiveness of these strategies is monitored very carefully and many pupils make accelerated progress due to this extra help.
- Pupils enjoy being challenged, saying such things as 'Our teacher pushes us, but not so hard we

give up.’ Teachers set clear targets for pupils, and pupils say that marking is helpful as they are given time to respond to comments and that helps improve their work.

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

- Pupils’ behaviour in and around the school is exemplary. Parents and carers, staff and governors are unanimous in this view. Pupils say that the excellent behaviour seen during the inspection is typical of the usual standards. They are extremely caring and considerate and say such things as ‘no-one is left out’.
- A particular strength of pupils’ behaviour is their respect for all members of the school community. For example, the volunteers who were in school for Art Week were shown great courtesy. Pupils show a keen awareness of the needs of other pupils and this contributes well to their social and moral development.
- Pupils’ behaviour for learning is outstanding, they listen attentively to what others have to say and even the youngest pupils were observed listening carefully and responding to the views of their classmates.
- Pupils, and their parents and carers, all confirm that pupils are extremely safe in school, due to the diligent work of all the staff.
- There are supportive links with the local village community which they describe as ‘awesome’.
- Pupils say that bullying is rare, very minor and extremely well dealt with when reported. They have very good awareness of different types of bullying, talking knowledgeably about cyber-bullying for instance. Discrimination of any kind is not tolerated.
- Pupils have a good knowledge of world events. This was clearly demonstrated in an assembly, when a pupil, entirely unprepared, talked eloquently about Nelson Mandela and his role in tackling discrimination in South Africa and how this impacted on their behaviour in school.
- Rates of attendance are below average. However, the school has a far higher proportion of pupils who have significant medical difficulties, and these pupils often have extended periods of absence for hospital or other treatment.

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

- The headteacher and acting headteacher make a strong team and their skills complement each other well. Their drive for improvement is shared by all staff and governors. All teachers take on management roles effectively. For instance, the leader for the Early Years Foundation Stage has developed a good system of assessment to keep track of children’s progress. Similarly, the leaders for literacy and numeracy have ensured pupils’ improving progress in their subjects.
- The management of teachers’ performance has been well used to support and extend skills and improve the quality of teaching and consequently pupils’ achievement. There is a strong and active group of local schools that ensures that staff development can be shared and this has been effective.
- There are strong partnerships with parents and carers, the church and the local community who have been extremely supportive in a big fund-raising project to enable a school hall to be built. The funds needed have been gathered in an incredibly short time. Parents and carers were almost unanimous in their positive views of the school when responding to Parent View.
- A determination to provide equality of opportunity is central to the school’s ethos and this is demonstrated in the way that pupils are prepared for their futures. For instance, the close links with a larger local school have provided good opportunities for pupils to engage with a wider social circle. Pupils appreciate this, especially when it involves shared visits, to London for instance.
- Provision for pupils’ spiritual, moral, social and cultural development is exceptionally strong. They are provided with excellent opportunities to reflect on moral and social issues. An assembly

taken by members of the local church provided pupils with the full solemnity of learning about the Last Supper.

- Funds are managed very carefully. Effective management is also demonstrated in the way that the funds provided for pupils eligible for the pupil premium are used. It is focused on the needs of these pupils and is effective in improving their progress.
  - The curriculum provides well for the needs of the pupils. Pupils said that they particularly enjoy the topics that are studied. The Art Week that occurred during the inspection enabled pupils to spend time developing their skills to complete a project rather than doing it over a period of weeks.
  - Safeguarding procedures are thorough and pupils are kept safe.
  - The local authority has provided good support, much of it at the request of the school where it has identified particular needs.
  - **The governance of the school:**
    - The governing body is a strong group and performs its role effectively. Governors are acutely aware of the strengths and weaknesses of the school and have offered good support to management in the drive to improve. Their knowledge is based on first-hand experience as they are regular visitors to the school and each of these visits has a clear focus. Governors know how good teaching is and how the management of teachers' performance has been used effectively to improve the quality of teaching. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium. The school provides detailed information on the progress that pupils make. Governors have attended data training and ask detailed questions that show their understanding of the progress made by all pupils.
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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

<b>Unique reference number</b>	115640
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	413064

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Warwick Heathcote
<b>Headteacher</b>	Jane Burr
<b>Date of previous school inspection</b>	9–10 February 2010
<b>Telephone number</b>	01285 831310
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