

Sapperton Church of England Primary School

Sapperton, Cirencester, GL7 6LQ

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's determined leadership has driven continuous improvement since the last inspection. She has galvanised staff and governors to pursue excellence in pupils' personal and academic achievement.
- Pupils' achievement is good. By the end of Year 6, pupils make good and often outstanding progress from their starting points, especially in reading and mathematics.
- Teaching meets the needs of pupils well because adults plan and adapt lessons according to pupils' interests.
- Pupils' positive relationships with staff ensure they are ready to learn and feel safe and secure.
- Pupils' behaviour around the school and their attitudes towards others are never less than good and often outstanding.
- A carefully planned curriculum provides frequent opportunities for pupils to excel in science, sport and computing.
- Children in the Reception class get a good start to their schooling. A comprehensive induction programme ensures they are confident in their new surroundings before they start school.
- Pupils show compassion and tolerance towards each other because the school's provision for spiritual, moral, social and cultural development permeates all of its work.
- School leaders, including governors, have an accurate understanding of the school's strengths, including the improvements to the quality of teaching and pupils' achievement.
- Parents and pupils are positive about the school and the vast majority would recommend it to others.

It is not yet an outstanding school because

- Governors do not verify the reliability of the information they receive from school leaders regarding pupils' progress.
- Teachers do not always check that pupils act on the feedback they are given to improve the quality of their written work across all subjects.

Information about this inspection

- The inspector observed teaching in all classes and one whole-school singing assembly. He observed eight lessons, three of which were observed jointly with the headteacher.
- Meetings were held with the headteacher, staff, pupils and five members of the governing body. A discussion took place with a representative from the local authority.
- The views of 22 parents and carers expressed through the online questionnaire (Parent View) were analysed. The inspector took account of discussions with a small group of parents and the school's own questionnaire to parents. The views of eight responses to the staff questionnaire were also considered.
- The inspector scrutinised a range of documentation, including the school's information on pupils' attainment and progress, improvement plans, safeguarding policies and documents relating to the management of teachers' performance.
- Playtimes and lunchtimes were observed. The inspector spoke informally with pupils around the school and during break times. In addition, the inspector listened to pupils read.

Inspection team

Dale Burr, Lead inspector

Seconded inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Pupils are taught in four classes, some of which are mixed age: Reception; Years 1 and 2; Years 3 and 4 and Years 5 and 6.
- All pupils are of White British heritage. No pupils speak English as an additional language.
- The proportion of pupils eligible for additional government funding through the pupil premium is well below the national average. This additional funding is for pupils who are eligible for free school meals or those who are looked after by the local authority. In 2014, no pupils in Year 6 were eligible to receive the additional funding.
- The proportion of pupils who have special educational needs is well below the national average. There are no disabled pupils at the school.
- There were too few pupils in Year 6 for a comparison to be made with the government floor standards, which sets the minimum expectations for pupils' attainment and progress.
- Early years provision in the Reception class is full time.
- A breakfast and after-school club is provided by the school.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring that:
 - written works in pupils' books is of an equally high standard in all subjects
 - teachers check that pupils respond to the feedback they are given
 - teachers give pupils specific guidance to improve the presentation of their work.
- Further strengthen leadership and management by:
 - including interim milestones to the school improvement plans so that leaders and governors are able to make timely checks on whether planned actions are improving pupils' learning and achievement
 - ensuring that governors check the accuracy of the information they receive from school leaders regarding pupils' progress.

Inspection judgements

The leadership and management are good

- The headteacher, staff and governors are passionate about celebrating pupils' achievements, both personal and academic. Collectively, they develop pupils' interests and embrace the school's vision 'to nurture faith, to inspire success'.
- Central to the school's success is the drive and ambition of the headteacher. She has developed a dedicated teaching team which encourages individuality and motivates pupils to succeed. Consequently, good behaviour flourishes as there is mutual respect between pupils and adults.
- In this small school, all teachers are middle leaders. They have a thorough knowledge of their subject strengths and use this expertise to improve further the quality of teaching and learning; however, plans for improvement do not always specify how and when leaders and governors will check the impact of actions.
- Pupils' spiritual, moral, social and cultural awareness is enhanced through a rich curriculum which provides numerous opportunities to explore British values and develop a sense of right and wrong. For example, a dedicated area in the school, known as 'Moira's Room', contains topical posters and articles which encourage pupils to think and develop an awareness of human rights and equality. Discrimination is not tolerated and there are equal opportunities for all pupils to achieve and succeed. Pupils told the inspector that, 'We get taught how to cope with the actions of other people. It prepares us for the unexpected.'
- The curriculum is wide ranging and closely matched to the needs and interests of the pupils. Effective use is made of specialist subject teachers, particularly in science, music and computing. These teachers are enthusiastic about what they are teaching and provide frequent opportunities to deepen pupils' learning and raise aspirations. Older pupils emphasised how much they enjoy singing and performing to parents, especially how 'everyone in the school is included'.
- The leadership of physical education and sport is strong. Primary sports funding is used exceptionally well to increase pupils' participation in school games and sports competitions such as archery, cricket and tennis. The focus on developing pupils' agility, balance and coordination skills enables pupils to learn new sports quickly and successfully. An impressive range of extra-curricular clubs helps pupils develop healthy lifestyles and improve fitness levels.
- Parents are rightly positive about the school. They told the inspector about its 'importance in the community' and how 'everyone is included in the life of the school'. Parents are highly complimentary about fundraising events to improve the school's accommodation, links with the church and how the school listens to the parents.
- The local authority provides effective support to the headteacher; its school improvement officers hold the school in high regard.

■ The governance of the school:

- Governance of the school is good. Governors know the strengths of the school and work closely with the headteacher to drive improvements. They share a view of wanting 'to see the children grow, not just academically, but personally and spiritually'.
- The governing body holds the headteacher to account by setting challenging targets. They make numerous visits to the school and are kept well informed about the quality of teaching and pupils' progress through regular reports from the headteacher. They do not, however, do enough to test the reliability of the information they receive from school leaders regarding pupils' progress.
- Governors know what is done to reward good teaching. Through performance management they recognise excellence and challenge underperformance.
- Governors receive regular training to help fulfil their roles and responsibilities. For example, recent analysis of progress data helped them to understand how the school is performing in comparison to others. Safeguarding arrangements are known and understood by governors and meet statutory requirements.
- Governors have a detailed understanding of the school's budget. They know how additional funding for disadvantaged pupils and the sports premium are used to improve pupils' achievement.
- The governing body has plans in place to improve the school website as not all of the information is up to date.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils' behaviour around the school is often exemplary. There is a high level of mutual respect for adults and visitors to the school.
- The older pupils enjoy taking on roles and responsibilities. They act as good role models to the younger children by leading collective worship and helping at lunchtime. There is a genuine mutual respect between pupils of all ages.
- School behaviour records show that incidents of poor behaviour are extremely rare. Most parents who responded to the online questionnaire (Parent View) strongly agree that the school makes sure pupils behave well.
- Pupils maintain good behaviour in the breakfast club and after-school club, where they cooperate well and respect the school rules. Consequently, they are given many opportunities to make their own choices and follow their interests.
- Pupils' behaviour is not outstanding because some pupils' attitudes to learning are not of any equally high standard across all subjects. Pupils do not always take enough care in the presentation of their written work.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Attendance is above the national average and continues to improve; the school has robust measures in place to tackle any persistent absence.
- A well-established 'buddy' system helps the younger pupils feel safe, while supporting older pupils' sense of responsibility. This further adds to the inclusive and family feel of the school.
- Pupils are adamant that bullying does not exist in any form. They know how to keep safe online and about the dangers of social media. Pupils say that 'teachers put in the extra effort' and 'support us with any concerns'. These positive relationships have been instrumental in supporting the pupils' safety and well-being.
- Pupils have an excellent understanding of safe practices. They understand about road safety and how to keep safe both inside and outside school. For example, they know to report unfamiliar adults to a member of staff.

The quality of teaching is good

- Work in pupils' books, data analysis and checks of the school's records indicate that teaching is consistently good and sometimes outstanding. Pupils make good progress because the teachers make learning interesting and relevant.
- The school's well-planned curriculum includes engaging topics which promote positive attitudes to learning. Specialist teachers' excellent subject knowledge enables them to explain tasks clearly. For example, in a Year 5/6 computing lesson, pupils confidently used coding commands and statements to design a program. Teachers' probing questioning is skilfully used to check pupils' understanding and to challenge all pupils.
- Reading and writing are taught effectively. The teaching of phonics (letters and the sounds they make) is good and encourages pupils to take an interest in books. Pupils' writing is attractively displayed in classrooms and used regularly to inspire and support new ideas. However, not all pupils take the greatest care when presenting their work to the highest possible standard.
- The teaching of mathematics is good. Pupils have a secure understanding of mental calculation skills to support their learning in mathematics. For example, in a Year 1 lesson, pupils' fluent counting and addition skills helped find the answers to a division problem-solving activity. Older pupils told the inspector that 'teachers give extra challenge so we are prepared for secondary school'. Work in pupils' books confirms this view.
- Teachers' regular checks on pupils' progress quickly identify when additional help is needed. Teaching assistants and other adults work well to support pupils with special educational needs; this ensures that they make good progress.
- Teachers' marking is thorough. It clearly identifies where pupils have met their targets and how to improve. However, not all pupils act upon the advice given in teachers' marking to improve their work.

The achievement of pupils**is good**

- Achievement in the Reception class is good. In 2014, the proportion of children who reached or exceeded a good level of development was well above national figures. This represents mostly good and some outstanding progress from children's starting points.
- Pupils achieve well throughout the school. By the time they leave Year 6, almost all pupils reach standards above the national average in reading, writing and mathematics. In 2014, a significant proportion of pupils exceeded progress in reading and mathematics. Standards have continued to improve since the last inspection.
- Pupils read exceptionally well. The results of the Year 1 national phonics check are typically well above the national average. There are plentiful opportunities for pupils to develop a love of reading, including access to a wide range of quality literature.
- Standards in reading and mathematics are above national average; however progress in writing, although above average, is not as strong. Weekly opportunities to write at length are improving the quality of writing.
- Pupils with special educational needs and disadvantaged pupils make similar progress to others. Their needs are identified quickly and additional support is targeted well.
- The most able pupils achieve well. Teachers frequently challenge them to achieve the highest standards they are capable of. For example, in a Year 5/6 science lesson, the most able pupils were challenged to observe changes from a pedometer investigation, notice patterns and record data as a line graph. Activities are typically demanding for these pupils.
- A culture of celebrating academic, sporting and personal achievement exists in the school. Teachers take the time to listen to pupils' interests and share in their successes using an achievement display; this inspires pupils to aim high. For example, pupils are proud of their sporting achievements in football, cricket and swimming, especially the challenge they face competing against larger schools. The view of one pupil typified those of others: 'the achievement board makes us feel proud of ourselves'.

The early years provision**is good**

- Children join the Reception class as confident learners because they are given frequent opportunities to meet the teachers before they start school. Many children enter the Reception class with reading and writing skills typical for their age. As a result of individual support and a focus on daily phonics and letter formation work, all children make at least good progress in all areas of learning, and some excel in reading and writing.
- Leadership of the Early Years Foundation Stage is good. Strong relationships exist between adults and children, which contributes positively to their willingness to work hard. Children are happy and inquisitive learners and regularly take part in discussions. For example, during a morning routine, children were encouraged to use mathematical language to identify the correct position of a number. 'It is diagonal to' and 'it's on the right hand side of' were common phrases used by the children. Teachers and teaching assistants challenge the children to develop and use a wide vocabulary.
- Teaching is good. Children are absorbed in their activities because adults provide tasks which are well matched to the children's needs and interests. For example, in the role-play area, children dress in costumes to act out familiar and well-known stories. This helps develop their writing skills through speaking and listening.
- Parents are overwhelmingly positive about the good start their children receive. They like the school's 'open-door' policy if they need to share their views. Children's learning journeys (information from ongoing assessments) include regular contributions from adults in school; however, teachers do not seek enough contribution from parents to support their assessments.
- Children in the Reception class behave well. They take turns and play cooperatively because adults model the expected behaviour. Without exception, children play safely and sensibly and follow the classroom routines. Safety is promoted in all activities, including children's movements throughout the school building. Children are well prepared for Year 1.

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	115698
Local authority	Gloucestershire
Inspection number	448461

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	74
Appropriate authority	The governing body
Chair	Dickie Randall
Headteacher	Dawn Thomas
Date of previous school inspection	2 December 2009
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