

# INSPECTION REPORT

**STRETTON SUGWAS C of E PRIMARY SCHOOL**

Hereford

LEA area: Herefordshire

Unique reference number: 11649

Headteacher: Mrs E S Morgan

Reporting inspector: Fiona Robinson  
22182

Dates of inspection: 11 - 13 November 2002

Inspection number: 247705

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Stretton Sugwas Hereford
Postcode:	HR4 7AE
Telephone number:	01432 760282
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs S Williams
Date of previous inspection:	20 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>11</b>
 <b>WHAT COULD BE IMPROVED?</b>	 <b>20</b>
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>20</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>21</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Stretton Sugwas Primary is a voluntary controlled Church of England school situated on the outskirts of the small village of Stretton Sugwas, near to Hereford in the county of Herefordshire. There are 47 boys and 43 girls on roll, aged between four and 11 years. It is smaller than most schools and draws its pupils mainly from the surrounding villages of Stretton Sugwas, Swainshill, Breinton and the outskirts of Hereford. Children start school in the reception class at the beginning of the school year that they are five. When they join the reception class their standards are about average for their age. The percentage of pupils identified as having special educational needs, including statements (20.2 per cent) is broadly in line with the national average. These pupils have a range of special educational needs, the majority being moderate learning difficulties. Three pupils have statement of special educational needs. All pupils are of white British heritage. Last year there was a high mobility factor in the 2002 cohort of pupils with three out of 13 pupils leaving prior to the National Curriculum tests.

### **HOW GOOD THE SCHOOL IS**

Stretton Sugwas is a very effective school where pupils' needs are carefully considered. Pupils make good progress as they move through the school. At age 11 years, pupils' standards in English, mathematics and science are above average compared to those typically found in primary schools nationally. Standards in music and physical education are above those found in primary schools nationally. Teaching is very good, and the school is very well led and managed by the headteacher, staff and the governors. Everyone connected with the school – parents, pupils, staff and governors – work together very effectively as members of the school team. Pupils who have special educational needs are provided with very good support. Every pupil is fully included in all aspects of the life and work of the school. The school gives very good value for money.

#### **What the school does well**

- Seven and eleven year olds attain above average standards in English, mathematics and science. Standards are above those expected in music and physical education.
- The headteacher and the governors, lead the school very well. There is a strong team spirit.
- The teaching is very good, with many very good features.
- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good and relationships in the school are very good. It is a very caring school.
- Children in the reception class get a very good start to their education.

#### **What could be improved**

- Information and communication technology (ICT) and the recording of information is not used enough to support work across the whole curriculum.

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*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It has made very good progress in tackling the key issues raised by that inspection. These were:

- To ensure, with the help of the Local Education Authority, that the classroom accommodation for pupils met with all health and safety requirements as a matter of urgency.
- Provide opportunities for pupils to apply the skills and knowledge they had acquired in mathematics in relevant contexts across the curriculum.
- Improve the quality of marking and;
- Ensure that all registers were marked, in line with regulations.

The school moved into excellent new accommodation in October 2000, which has had a very positive effect on the learning environment. Investigative mathematics and science activities have been given more emphasis across the school, which has had a positive impact on pupils' learning. There is an effective marking policy in place, together with a homework policy and target setting. This helps to ensure that pupils have a clear understanding of what they are expected to achieve and how they are progressing. In addition, registers are marked in accordance with regulations and stored centrally.

There has been a significant improvement in the quality of teaching and this helps them to progress well. The youngest children now have a very good curriculum that extends them well. Standards have improved. The school has many strengths, and is well placed to progress well.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	D	D
mathematics	D	E	E	E*
science	E	E	C	D

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

very low                    E\*

Children in the Foundation Stage make good progress and the great majority achieve all of the early learning goals by the age of five. The results in the National Curriculum tests taken by pupils at the age of seven have risen since 1997 at a greater rate than in most schools. In 2002 the scores were well above average in reading, writing and mathematics. Teachers assessments showed that they were also well above



average in science. The standards of work seen in lessons during the inspection were above average in reading, writing and mathematics. . Seven-year-old pupils exceeded all targets in 2002.

In the tests in English, mathematics and science taken by pupils at the age of 11, results have been lower in recent years because of the large number of pupils with special educational needs in each cohort and a high mobility factor involving higher achieving pupils leaving prior to the 2002 tests. In this cohort, six out of the remaining ten pupils had special educational needs. Despite this, standards were average in science, with all but one pupil achieving Level 4 and above. Standards were below in English and well below in mathematics. When considered in relation to similar schools standards were below average in English and science and well below in mathematics (the lowest five per cent). However, this is a small school with low numbers in each year group, and one pupil can make a significant difference to overall percentages. Current targets are realistic and achievable, reflecting the changing nature of each group.

Standards for 11 year olds at the time of the inspection were above average in English, mathematics and science. The Year 6 pupils are progressing well, and like the seven year olds, there are strong pointers that pupils of all capabilities will make speedy progress and achieve highly. The standards reached in music and physical education by the age of 11, are above average compared to all primary schools. Pupils' ICT skills are good but these are not being applied consistently across the curriculum. Boys and girls achieve equally well. All pupils, including the most able ones and those with identified special educational needs, progress well.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are very positive about their work and school life generally. They enjoy learning and they always try hard to do their best.
Behaviour, in and out of classrooms	Very good, both during lessons and at break and during lunchtimes. Pupils play together very well. No pupils have been excluded from school.
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are very good. This has a positive impact on standards and behaviour.
Attendance	Excellent. The pupils' attendance rate is well above average and they are punctual.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very Good	Very Good	Very Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The inspectors visited the school over the equivalent of a two-day period and observed 21 lessons. All teachers were seen teaching at least three times. Lessons where either literacy or numeracy skills were being developed were observed in every class.

Overall, the quality of teaching observed during the inspection was very good; in two lessons teaching was judged to be excellent. In all but one lesson, teaching was judged to be good or better. No unsatisfactory teaching was observed. Evidence collected from the teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school.

Teaching has a number of particular strengths. Lessons were well planned with imaginative use of resources. Teachers used very good questioning techniques and pupils were encouraged to explain why they had provided different answers to questions. Pupils responded well to this approach and confidently put forward their ideas and suggestions.

Very good teaching was observed in English lessons where pupils were developing skills in reading, speaking and listening and writing (literacy skills). In mathematics lessons, where pupils were developing their skills in numeracy, the teaching observed was also very good. In all other subjects of the curriculum the teaching in the lessons observed was excellent in music and very good in physical education, art and design and history. Teaching was consistently of a very high standard for the youngest children in reception. All teachers were very good role models.

Pupils make good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' rate of progress in their learning in lessons. The quality of the planning is very good, and the very good support provided by classroom assistants and other adults enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum provided by the school is very good overall. There is a strong emphasis on developing pupils' literacy and numeracy skills, as well as providing a varied and rich curriculum for everyone to share.
Provision for pupils with special educational needs	Very good. Early assessment means that right from the start pupils are identified as needing extra help. This is provided very effectively enabling pupils to meet their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils grow into mature, confident and capable young people. They are very tolerant and understanding of the traditions of other cultures. They are very clear about right and wrong and they appreciate their families and their culture.
How well the school cares for its pupils	The provision is very good and all pupils from all backgrounds are very well cared for. Their personal development, progress and attainment is carefully tracked, and this is one of the reasons why they do well. A fully inclusive approach is followed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with strong, inspirational leadership. The school is very well managed. The headteacher and staff work very closely with parents, pupils and governors. There is very good awareness about the school's strengths and areas for development.
How well the governors fulfil their responsibilities	The work of the school governors is very good. They are very supportive of the school, and carry out their responsibilities very effectively. They understand their duties well, enabling the school to move forward with confidence.
The school's evaluation of its performance	Very good. All the information about the school is carefully analysed so that the right decisions can be made. Teaching and learning are monitored effectively, and this helps to move the school forward successfully.
The strategic use of resources	Very good. The school receives more than the average amount of money for each pupil. Funds are spent wisely to support pupils' learning. They are always sharply targeted to raise standards and maintain effective teaching and learning.

Everyone has a key role in this small school, which works well in a school of this size. 'Best value' principles are followed when determining spending priorities. The headteacher has a very clear understanding of the way in which the school needs to develop to raise standards to a higher level and enjoys very good working relationships with the school governors. Teaching staff contribute in a very positive way to the school's development and the role of subject co-ordinators is a strength of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are keen to come to school and learn; they like school.</li> <li>• Teaching is good.</li> <li>• The school expects the children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• Children are being helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amounts of work children do at home.</li> <li>• Information about how children are getting on at school.</li> <li>• How closely the school works with parents.</li> </ul>

Parents returned 44 questionnaires. Ten parents attended the parents' meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents.

Inspectors disagree with the negative views. They judge that meaningful homework is set on a regular basis and that the school works very closely with parents. The information received by parents is very clear and comprehensive.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Seven and eleven year olds attain above average standards in English, mathematics and science. Standards are above those expected in music and physical education.**

1. In the national 2002 tests for 11 year olds, the school's results in English, mathematics and science were below average in English, well below average in mathematics and average in science. Results were lower this year because of the fact that there was a high mobility factor involving higher achieving pupils leaving prior to the tests. In this cohort, six out of the remaining ten pupils had special educational needs, however all but one pupil achieved Level 4 and above in science. When considered in relation to similar schools standards were below average in English and science and well below in mathematics (the lowest five per cent). Current targets are realistic and achievable, reflecting the changing nature of each group. The results in the National Curriculum tests taken by pupils at the age of seven have risen since 1997 at a greater rate than in most schools. In 2002 the scores were well above average in reading, writing and mathematics. Teachers assessments showed that they were also well above average in science. The standards of work seen in lessons during the inspection were above average in reading, writing, mathematics and science. Seven-year-old pupils exceeded all targets in 2002.
2. When the children join the reception class at Stretton Sugwas their attainment is about average for their age. Standards at the time of the inspection for 11 year olds are above average in English, mathematics and science. The Year 6 pupils are progressing well, and like the seven year olds, there are strong pointers that pupils of all capabilities will make speedy progress and achieve highly.
3. As the pupils move through the school their learning is above average. There are a number of reasons for this:
  - Previous learning experiences are built on and developed in every class, so that progress is consistently good or better.
  - Staff work very well together as a team, and their teaching has many strengths.
  - There is a broad, balanced and rich curriculum in place.
  - The pupils' progress and achievements are tracked and analysed at regular intervals.

This means that gaps in pupils' learning are quickly identified and tackled so that learning does not slow down.

4. Most of the children in the reception class are on course to achieve their targets in all areas of their learning by the end of the Reception Year. Some are on course to exceed these. Very good teaching, alongside a secure understanding of the most effective ways that young children learn, means that good progress is made by all the pupils whatever their capabilities. The children's personal, social and emotional development is particularly strong, as is the development of their literacy and numeracy skills, all of which provide a firm foundation for later learning. Reception children are confident in using the computer. All the children could use the mouse and the cursor effectively, as they moved their teddies about the screen before positioning them in the right place. Pupils in the other classes are able to use their information and communication technology (ICT) skills well, but they do not get enough opportunities to use ICT to support learning in all subjects.

5. By the time they are seven pupils' standards in English are above average. Pupils can speak confidently to each other and to adults. They enjoy sharing their experiences with the rest of the class and talking about their books, stories and poems. For example, in a very good Year 1 and Year 2 art and design lesson based on the artworks of Mondrian, Monet and Van Gogh, a Year 2 pupil confidently described the techniques he had used for his picture painted in the style of Van Gogh and why the colours he had chosen were important. Pupils read fluently and with understanding. They are keen to talk about their books and reading and enjoy explaining what a 'tumble-down' shack is. Lower attaining pupils, and those with special educational needs, are confident when meeting new words in their reading. They use a range of strategies to discover the meaning of the word, usually successfully. Very effective teaching is enabling them to develop their use of phonics to tackle unfamiliar words with confidence. They also make very effective use of picture skills to help them and some use is made of contextual and grammatical cues. Written work is neatly presented and of good quality. Stories are well structured with a beginning, middle and an end.
6. Eleven year olds are adept at describing the characters in their books. They are eager to explain why they behave in a particular way. They have a very clear idea of what biographies and autobiographies are. They drafted and re-drafted well-structured accounts of their lives so far. Pupils enjoy reading and are encouraged to read expressively. They discuss their books in detail and are happy to describe what Harry Potter is like. Challenging texts are provided for older pupils and skilful use of questioning by the teachers enables them to practise their advanced reading skills of skimming and scanning. Higher attaining pupils well exceeded expected standards for pupils of similar ages. In discussion Year 5 and Year 6 pupils showed that they have developed very good debating skills. They are able to present their arguments about 'Remembrance Day' and the world about them in a coherent way. They are also prepared to listen very carefully to other pupils' points of view.
7. By the age of seven pupils attain above average standards in mathematics. In mathematics the higher and average attaining seven year olds can add and subtract to 10, with a good degree of accuracy. They are secure in their understanding of numbers, for example place value in numbers up to 100. By the time they are 11, higher attaining pupils successfully use all four rules of number when working with bigger numbers up to and including those with six digits. Oral and mental mathematics are enjoyed, and pupils are quick to respond accurately to their teacher's questions. They use a variety of methods to work out their calculations successfully and clearly explain them to the rest of their class. Lower attaining pupils can recall addition and subtraction facts to 20. Pupils of all capabilities successfully use their numeracy skills to support work in other subjects and there were many examples seen around the school. These included work in science – measuring and recording temperature changes.
8. By the age of seven and 11, pupils achieve above average standards in science. Year 2 pupils give clear explanations that electricity needs a complete circuit in order to flow. They enjoy taking part in science investigations such as finding out about why some foods are better for us to eat than others. Work in the science books of the Year 6 pupils' shows that they have covered a good range of topics over the last year and the work is of a good quality. There has been very good improvement in pupils' understanding of 'fair testing'. Older pupils at the upper end of the school were exploring 'sounds'. They clearly understood about 'fair testing', and soon devised a range of investigations to test their hypotheses. They were successful in predicting how sound would

change, and co-operated very well with one another to prove this. Good links were made to music and pupils confidently explained what the terms 'forte' and 'pianissimo' meant.

9. Standards in ICT are good. Evidence gathered through informal observations of pupils using the computer suite, together with an examination of their past work, indicates that pupils attain high standards when they use computers as word processors. In history, Year 3 and Year 4 pupils use ICT skills well to independently research information about King Henry VIII and life in Tudor times. However, there is more limited evidence of pupils using computers to display information they have gathered in simple surveys. The school needs to ensure that as pupils move through the school they are provided with regular opportunities to use ICT. Their skills are not consistently used to enhance their understanding in other subjects. For example, there were few examples in the pupils' work to show how computers were helping learning in science. The school now has a good range of computers available for the pupils' use.
10. Standards in music are above average for pupils by the age of 11. They have a very good knowledge of Tudor music due to excellent teaching by the music co-ordinator. Very good links are made to pupils' work in history and art and design in Years 3 and 4. Pupils skilfully perform a Tudor Dance and eagerly explain the different lifestyles of the rich and poor. Pupils' musical skills are developed very well across the school. All pupils are given many valuable opportunities to participate and shine in high quality musical workshops and performances both in and out of school. A high proportion of pupils in Years 3, 4, 5 and 6 learn an instrument – violin, clarinet and recorder, and make very good progress both in playing these and singing in the school choir.
11. Standards in physical education are above those typically found in primary schools nationally. Year 3 and 4 pupils demonstrate a very good knowledge of the importance of having ball control in hockey due to very good specialist teaching and to the very good example provided by their class teacher. Pupils make very good progress in physical education due to very good teaching. The very good curriculum includes a wide variety of sports including netball, football, rounders, swimming, infant games and athletics. This basic curriculum is greatly enriched by after-school and lunchtime clubs, which are well attended by pupils.
12. Pupils make good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' rate of progress in their learning in lessons. The quality of the planning is very good, and the very good support provided by classroom assistants and other adults enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning. Their work is matched well to their ability and they are well supported in their lessons by teachers and support staff. Pupils who have been identified as having special educational needs attain standards that are appropriate for their individual levels of understanding and attainment and make good progress. Work for this group of pupils builds well on their past levels of understanding.

**The headteacher, and the governors, lead the school very well. There is a strong team spirit.**

13. The headteacher and staff work together very well. They are fully supported by the governors. Everyone has a shared vision of the way forward for Stretton Sugwas. This shared vision includes:
- A determination to achieve high standards.
  - An expectation that the pupils will behave well, demonstrating a consideration and tolerance for each other and for different points of view.
14. Stretton Sugwas is successful in achieving its goals and it has made very good improvement since the last inspection. The issues identified in the last inspection report have been thoroughly addressed and very good progress has been made. The school moved into excellent new accommodation in October 2000, which has had a very positive effect on the learning environment. Investigative mathematics and science activities have been given more emphasis across the school, which has had a positive impact on pupils' learning. There is an effective marking policy in place, together with a homework policy and target setting. This helps to ensure that pupils have a clear understanding of what they are expected to achieve and how they are progressing. In addition, registers are marked in accordance with regulations and stored centrally. The curriculum is well planned, and there is clear progression in the different subjects as the pupils move through the school. The youngest children are provided with a very good start to school.
15. The headteacher provides the school with very good, inspirational and decisive leadership, and is very well respected by all connected with the school. Through classroom observations she has built up an accurate picture of the strengths and of the areas of development for the teaching team. She has very effectively delegated responsibility to staff for a range of subjects.
16. The work of school governors is very good and they are fully involved in the management of the school. They take their responsibilities very seriously and they have attended training to help them understand the importance of their roles. They are very supportive of the school, and carry out their responsibilities very effectively. The quality of the school development plan is very good and both the headteacher and governors are very aware about the school's strengths and areas for development. The governing body fulfils all of its statutory requirements effectively.
17. Governors are fully aware of the 'best value' principles, which are always applied before any spending decisions are taken. They have a very good understanding of the data analysis of the school's national tests, for example, how a high number of pupils with special educational needs can impact on the results of a small cohort. They are very clear about the standards the school achieves and use information very well when they are setting targets for improvement. Specific grants are used to very good effect, for example, the money that has been identified for supporting pupils with special educational needs is well focused, so they make good progress in their learning. Staff are provided with very good opportunities for professional development, for example, in ICT.
18. The headteacher is provided with very good support from the subject co-ordinators. All the teaching staff have a responsibility for particular subjects of the curriculum. They conscientiously monitor teaching, planning and learning, and this is having a very good impact on the quality of pupils' learning enabling them to make at least good progress. All policies and schemes of work

are of a very good quality and very careful thought has been given to the assessment of pupils' progress throughout the curriculum. This is resulting in a raising of standards across the school.

19. The headteacher and her team make the best use of all the data that is available about the school's performance. They use this information to inform future plans, and to monitor what is happening within the school. Teaching and learning are monitored effectively, and the quality of teaching and learning has improved since the last inspection. Team spirit is very strong in this small school and everyone shares information about their pupils so that learning is effective. They also guide and support each other in their teaching, so that any areas for development are quickly identified and overcome.

**The teaching is very good, with many very good features.**

20. The inspectors visited the school over the equivalent of a two-day period and observed 21 lessons. All teachers were seen teaching at least three times. Lessons where either literacy or numeracy skills were being developed were observed in every class.

21. Overall, the quality of teaching in Years 1 and 2 and in Years 3 – 6 is very good; in two lessons teaching was judged to be excellent. In all but one lesson, teaching was judged to be good or better. No unsatisfactory teaching was observed. Evidence collected from teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school. The amount of very good teaching has improved since the previous inspection.

22. There are many strengths to the teaching and one main area for development. The strengths are:

- Teachers know their pupils very well and they know how to deliver the National Curriculum and religious education effectively.
- Lessons have clear objectives and these are shared effectively with pupils.
- Teachers use very good questioning techniques and pupils are encouraged to explain why they provide different answers to questions.
- Planning is effective, and it challenges and extends the work of higher, average and lower attaining pupils, with imaginative use of resources.
- Teachers are skilful at tracking pupils' progress. Gaps in learning are quickly identified and support provided.

Teachers successfully combine all of these strategies, making sure that learning is both effective and meaningful for all the pupils.

23. The main area for development is:

- To make more use of ICT to support learning across the whole curriculum. In some literacy, numeracy and science lessons the opportunity to develop the pupils ICT skills by using computers was not taken.

24. In both English and mathematics lessons teachers expect pupils to attain high standards. The work set is of a very challenging nature and pupils are encouraged to develop a sense of critical awareness in their work. For example, in a Year 3/Year 4 literacy lesson pupils were able to talk



animatedly about the character called Max from the book entitled 'Excuses, Excuses'. One pupil explained, "He is a very determined character because he insists on crossing the road." Another pupil added, "He does not give up!" The teacher's use of high quality questioning skills was a significant factor in teaching being judged as very good. Likewise in an excellent Year 2 literacy lesson, a very clear explanation of task resulted in pupils making excellent progress in reading the text 'The Moonsnoop' clearly and expressively.

25. The teaching of English (with a focus on literacy skills) was consistently of very good quality and in one lesson it was judged as excellent. The teaching of mathematics (with a focus on numeracy skills) was of a very good quality. The teachers are making very good use of the new national guidance for teaching literacy and numeracy skills. The work is very well planned in great detail and there is very clear evidence of pupils building on their past learning. In classes, with pupils of different age, the work is carefully planned to meet the needs of individual pupils. For example, in a very good Year 2 mathematics lesson where the pupils were developing their understanding of measurement, the work provided for different groups of pupils took into account their past learning. During the lesson all pupils were able to make very good progress in their learning.
26. Very good use is being made of the introduction to mathematics lessons, where pupils are regularly encouraged to develop a range of strategies to solve problems involving numbers. For example, Year 3 and Year 4 pupils made very good progress at counting forwards and backwards in fives and tens. The skilful use of questioning used in this part of the session added to the pupils' confidence when using numbers.
27. In the lessons observed, teachers made very good use of a range of strategies to help pupils develop their skills and understanding, in all subjects observed. For example, in a very good Year 3/Year 4 physical education lesson, where pupils were practising their ball control, the teacher enabled the pupils to explore different ways of controlling the ball with their hockey sticks, by acting as a very good role model as she demonstrated the various techniques. Through careful questioning she was then able to check that the pupils understood what they had to do. Similarly in an excellent Year 3/Year 4 music lesson the teacher used the pupils' previous knowledge very well to help them understand that the 'Pavane' dance has a very definite rhythm. In a very good Year 1 and Year 2 art and design lesson the teacher's very good subject knowledge and understanding and enthusiasm for the work of Mondrian, Monet and Van Gogh inspired the pupils in their artwork.
28. The teaching observed in the reception class was very good overall. The sessions were very well planned and appropriate to the age of the pupils. The teacher used every opportunity to help children develop their language skills. In a lesson where the teaching was judged to be very good, the teacher provided the children with a very good role model as she read them 'Handa's Surprise'. An examination of the teacher's planning records indicates that the provision for this age group is consistently of a very high quality. The detail in the teacher's planning is a strength of the school. Teachers are very clear about what they are expecting pupils to learn, and in all lessons observed the intentions were made very clear to pupils. Teachers also make very good use of displays to help pupils with their learning, such as the excellent display on the Tudors referred to in an outstanding music lesson. The evidence gathered from examining the pupils' past work indicates that homework is used effectively and adds to the pupils' learning in class.

29. In most of the lessons observed in the reception class, pupils made very good progress in their learning in response to very good teaching. Teachers make effective use of assessment information to ensure that work is adjusted to the needs of different pupils. The school keeps detailed records of pupils' progress as they move through the school and the records are adapted to suit the particular needs of pupils.
30. Pupils make good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' rate of progress in their learning in lessons. The quality of the planning is very good, and the very good support provided by classroom assistants and other adults enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning.

**Very good provision is made for the spiritual, moral, social and cultural development of pupils.**

31. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Very good use is made of the school's immediate environment to help pupils understand the significance of their place in the world. The Christian ethos of the school is very caring and the school's very close contacts with the local church add to the pupils' spiritual understanding. In lessons pupils are encouraged to reflect on ideas that are being developed and to relate them to their lives. Spiritual development is well emphasised during assemblies, religious education lessons and art and design, music and literature lessons.
32. The school makes very good provision for the pupils' moral development. The school has a very clear code of behaviour and this is well understood by pupils. Assemblies deal with moral themes and pupils are encouraged to take care of their environment. The difference between right and wrong is well promoted throughout the school. The school has a very positive ethos and pupils are encouraged to think about the care of others, especially those younger than themselves. This has a very positive impact on the way pupils behave, and the school's procedures are working well.
33. The provision for pupils' social development is very good and social skills are steadily developed and pupils are encouraged to relate effectively to others. Very good use is made of a wide range of visits around the local area and this helps pupils to develop co-operative, social skills, communication and a strong sense of community.
34. The provision for pupils' cultural development is very good and there are valuable opportunities for pupils to experience a range of beliefs, cultures and religions through religious education, and assemblies. The school values tradition from other cultures through the study of art, music, dance, poetry, drama, food technology and geography. Books are carefully chosen which value and celebrate the variety of our world. The school has a very good reputation for tolerance and respect for others in the community. Teachers' plans, and displays in the school, show different ways in which aspects of the school's work are designed to broaden the pupils' understanding of their own and other cultures. The pupils raise money for a school in Africa and this link is used to very good effect to help pupils understand another culture.

**In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good and relationships in the school are very good. It is a very caring school.**

35. Pupils are very keen to come to school and the parents who responded to the questionnaire stated that their child liked school. In discussion pupils were very keen to point out where their work was on display. Pupils enjoy the lessons and activities available. The very good support provided for pupils with special educational needs enables them to be involved in lessons. They share the very positive attitudes and all pupils enjoy the lessons and activities available.
36. Pupils' personal development is very good. Staff have developed good relationships with pupils and provide very effective role models. They praise and encourage achievements and intervene quickly and constructively when pupils require guidance. Pupils feel secure with teachers and show pleasure when they succeed. They take notice of each other, work co-operatively and are very polite and responsive towards staff. They are friendly towards visitors and are very keen to talk about their school and work.
37. Behaviour in lessons is very good. Pupils respond very positively to the high expectations of staff. The excellent behaviour occurred where Year 5 and Year 6 pupils were developing their literacy skills. Pupils were highly motivated in this lesson and keen to complete the tasks set. They worked very hard and their behaviour was outstanding. Behaviour at breaks and lunchtimes is consistently very good. Pupils are polite to one another and to adults. They play well together and show due respect for their own property and that of other pupils. Parents consider that behaviour in the school is very good.
38. Reception class children behave very well in and around the school. They enjoy coming to school and are eager to learn. They listen carefully to their teachers and to each other and are becoming sensitive to the needs of others. Staff have high expectations of children's behaviour and all children respond very well. They quickly learn what is right and wrong and why they should behave well towards each other.
39. Relationships throughout the school are very good. Teaching staff and pupils have very positive relationships with each other and teaching staff work well together. Teachers and support staff provide pupils with very good role models. Pupils respond in a very positive way to their approach. Pupils work in an environment that is free from oppressive behaviour such as bullying, sexism and racism.
40. Attendance is excellent and the rate of unauthorised absence is well below the average for similar schools nationally. There have been no exclusions in the past year. Pupils arrive at school on time and go quickly to their classrooms. Registration procedures are conducted very efficiently and lessons begin promptly.

**Children in the reception class get a very good start to their education.**

41. The teaching in the reception class is of a high quality, and this is the main reason that the children do so well. Other reasons include:
  - The class teacher is very secure about the best ways that young children learn, and all of her planning is firmly based on an appropriate curriculum.

- Adults working with this age group work closely together as a team.
  - Children's starting points are speedily assessed and identified right from the start, so that work and experiences are pitched at the right level.
42. In most of the lessons observed, pupils made very good progress in their learning in response to very good teaching. Teachers make effective use of assessment information to ensure that work is adjusted to the needs of different pupils. The school keeps detailed records of pupils' progress as they move through the school and the records are adapted to suit the particular needs of pupils.
43. At the time of the previous inspection the accommodation for the youngest children was unsatisfactory. Reception children are now located in excellent purpose built accommodation. The curriculum is very good and has been updated for the Foundation Stage.<sup>1</sup>
44. The teacher and her classroom assistant work together very well indeed and assessments are used very well to guide the planning. This means that all children successfully move forward in their learning. Children with special educational needs are identified early on, as are higher attaining children. Work is then planned at the right level. For example, the small group used the 'dance basket' to help them explore the autumn weather. The children had limited prior experience, but the very good planning enabled the adults working with them to guide and support them, as well as encouraging them to use the correct vocabulary. The children's learning was enhanced significantly by the teacher's interaction with them. There were very good links with literacy as the children suggested words such as 'twirled', 'twists' and 'shaking'. Very effective use was made of the story entitled 'The Leaf and the Squirrel' to stimulate their imaginations further.
45. Children are always encouraged to make choices, to share, to take turns and to say 'please' and 'thank you'. This boosts their self-esteem and helps to develop their confidence and positive attitudes towards school and learning. Parents are pleased about this and are always willing to help and support their children both in school and when working together at home. This has very positive benefits for the children's all round development and progress.
46. When the children start at Stretton Sugwas in the reception class their standards are about average for children of their age. Most of them are on course to achieve the Early Learning Goals by the time they leave the reception class. Some will exceed these. Progress is good in all areas of learning. Early reading and writing skills are developing very well, and the children are trying to write their names.
47. Mathematical work has a high profile and the children are starting to count accurately and to recognise numbers. They are curious about the world around them and enjoy looking at and describing fruit. Staff encourage the children to make independent decisions and to find out things for themselves. Both boys and girls make rapid gains in their learning because of high quality teaching, very good relationships between adults and children and effective planning.

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<sup>1</sup> The Foundation Stage applies to children under five years of age.

## **WHAT COULD BE IMPROVED?**

### **Information and communication technology (ICT) and the recording of information is not used enough to support work across the whole curriculum.**

48. Standards attained by Year 6 pupils in ICT vary across aspects of the subject, however, overall they are above those expected nationally for the age group.
49. The co-ordinator is providing good, educational direction for the subject and staff have been involved in a useful programme of ICT training. There is a clear, systematic development in the ICT teaching and learning programme as pupils move through the school. However, pupils' progress in developing their ICT skills can be dependent on the teachers' varying level of confidence in using computers to support work across the curriculum.
50. The school has a very good range of resources for ICT. The number of computers available to pupils is very good in the ICT suite and good in classrooms. However, during the inspection it was not clear how pupils, in all year groups, were able to use the full range of resources available. At times many of the computers were not being used and there were some missed opportunities when ICT could have supported learning carefully for a minority of pupils in some literacy and numeracy lessons but was not included in teachers' plans.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

51. Stretton Sugwas CE Primary School has made very good progress since it was last inspected over four years ago. As the school has already identified in its school development plan, to improve standards further the governors, headteacher and staff should:
  - (1) Make sure that all the staff show in their planning how they are going to use ICT to support pupils' learning across the wider curriculum.
  - (2) Ensure that the resources that are available are used to the full so that pupils in all age groups have better access to computers.
  - (3) Identify, in a clear way, how skills in ICT can be developed through their use in other subjects.

*(See paragraphs 4, 9, 24, 48, 49 and 50.)*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	3	1	0	0	0
Percentage	10	71	14	5	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage point.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils known to be eligible for free school meals	1

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	15

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	13

## Attendance

### Authorised absence

	%
School data	4.7
National comparative data	5.4

### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	12	13	13
Percentage of pupils at NC Level 2 or above	School	92 (100)	100 (100)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
	Total	13	13	13
Percentage of pupils at NC Level 2 or above	School	100 (93)	100 (93)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year (i.e. 2001).

Because there are fewer than 10 boys and girls in Year 6 this data is not included in the table below.

### Attainment at the end of Key Stage 2 (Year 6)\*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	5	5	10

\* Test and examination data is excluded from inspection reports if the year group is ten or fewer.

In the tests in English, mathematics and science taken by pupils at the age of 11, results have been lower in recent years because of the large number of pupils with special educational needs in each cohort and a high mobility factor involving higher achieving pupils leaving prior to the 2002 tests. In this cohort, six out of the remaining ten pupils had special educational needs. Despite this, standards were average in science, with all but one pupil achieving Level 4 and above. Standards were below in English and well below in

mathematics. When considered in relation to similar schools standards were below average in English and science and well below in mathematics (the lowest five per cent). However, this is a small school with low numbers in each year group, and one pupil can make a significant difference to overall percentages. Current targets are realistic and achievable, reflecting the changing nature of each group.

***Ethnic background of pupils***

**Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No. of pupils on roll</b>	<b>No. of fixed period exclusions</b>	<b>No. of permanent exclusions</b>
White – British	90	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*



### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	21.06
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	97

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
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	£
Total income	241946
Total expenditure	242471
Expenditure per pupil	2579
Balance brought forward from previous year	10304
Balance carried forward to next year	9779

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	45	45	2	0	7
Behaviour in the school is good.	43	50	7	0	0
My child gets the right amount of work to do at home.	35	47	16	0	2
The teaching is good.	57	41	2	0	0
I am kept well informed about how my child is getting on.	25	55	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	45	55	0	0	0
The school works closely with parents.	32	45	20	0	2
The school is well led and managed.	43	50	5	2	0
The school is helping my child become mature and responsible.	45	45	2	0	7
The school provides an interesting range of activities outside lessons.	42	40	9	5	5