



Stretham Community Primary

Inspection Report

Unique Reference Number 110645
LEA CAMBRIDGESHIRE LEA
Inspection number 278477
Inspection dates 1 December 2005 to 2 December 2005
Reporting inspector Mrs. Helen Ranger LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Wood Lane
School category	Community		CB6 3JN
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01353649271
Number on roll	172	Fax number	01353648215
Appropriate authority	The governing body	Chair of governors	Mr.Stephen Adamson
Date of previous inspection	Not applicable	Headteacher	Mrs. Edris Tildesley

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized school. It mainly serves the village of Stretham, although about a quarter of the pupils come from outside the immediate area because their parents choose this school. Almost all pupils come from White British families and speak English as their first or main language. A typical proportion of pupils have learning difficulties or disabilities. A higher than average number of pupils move in or out of the school at times other than the usual admission or transfer points, mostly because of house moves.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own judgement that its overall effectiveness is good. When children join the school at four, their attainment is often below average, particularly because many do not have the expected competence in language. They get a flying start in the outstanding Reception class and achieve at least the levels that are expected nationally. In the rest of the school their progress is good because they are taught well. Some of the best practice could be shared even more widely between classes, especially in how well the most capable children are challenged. By Year 6, standards are at least average, and often higher. The school has identified that writing could be even better and aims to match its high standards in reading. Inspectors agree and feel that spelling and presentation in particular could be improved. Pupils' personal development is good and they have positive attitudes to school. The curriculum is enriched extremely well by visits and other interesting activities. Standards of welfare and pastoral care are very good. The leadership and management of the headteacher, senior staff and governors are effective and promote the good provision. The headteacher and governors are identifying well how the school can develop further. Not all teachers are equally skilled at defining how teaching and the curriculum can be improved in the areas for which they are responsible, but there are good plans to improve the rigour of these arrangements through regular monitoring. There has been sound improvement since the last inspection and the school shows a good capacity to make further progress. It manages its budget efficiently and gives good value for money.

What the school should do to improve further

- Raise standards in writing further, including a focus on improving spelling and presentation.
- Ensure that all lessons give sufficient challenge to higher attaining pupils.
- Ensure that the monitoring of teaching is rigorous enough to determine how to improve the consistency of teaching further.

Achievement and standards

Grade: 2

From a below average starting point when they join the school, children in the Reception age group make very good progress. The school's records show they reach at least the levels expected nationally by the end of the Reception year. By Year 2 in recent years, assessments of pupils' progress in English and mathematics have exceeded national averages and they continue to do so. By Year 6 pupils have usually achieved above average standards in national tests in the past few years. In 2005 their overall results were broadly average. They were good in science but weaker in English. This was mainly because there was a considerable proportion of pupils who had learning difficulties or who had transferred from other schools and experienced some disruptions to their education. The school's tracking of individual performance in English, mathematics and science shows that most pupils make good progress for their

capabilities and generally meet the targets set for them. This includes those who have learning difficulties. There has been sufficient improvement in standards in information and communication technology (ICT) and in religious education which were identified as weaknesses at the time of the last inspection. These are now at the expected levels. Pupils' achievement in lessons is generally good. However, the more capable, whilst making at least satisfactory progress, could be stretched even more in a few lessons.

Personal development and well-being

Grade: 2

This aspect of the school is good. Pupils enjoy coming to school and have positive attitudes to learning. They are keen to take part in discussions and work well with one another in small groups and pairs. Most concentrate well in lessons, especially where teachers maintain a brisk pace. The behaviour of the majority of pupils is very good. However, a small number with challenging behaviour require and receive careful management so that they do not disrupt the learning of others. Discussions with the pupils indicate that they get on well with one another most of the time and that bullying is not a problem. They agree that this is a 'happy school'. The school makes good provision for the pupils' personal development, including spiritual, moral, social and cultural aspects. Pupils are keen to take on responsibility for jobs around the school, and take good account of the feelings and views of others. They are able to reflect maturely on their own lives and those of others, and have a good knowledge of the customs and traditions of other cultures. Pupils believe that they are well represented by the school council, which has a strong voice within the school community and which takes its role very seriously. The pupils agree that the school provides them with good levels of information about how to maintain a healthy lifestyle, and appreciate the way in which teachers make them aware of safety issues, such as the abuse of drugs and alcohol, 'stranger danger', and road safety. Basic academic skills are taught well so that the pupils are well equipped for the next stage of their education. Attendance levels are average and punctuality is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and, as a result, pupils of all abilities make good progress. There is, however, some variability in the quality of teaching across the school. While there are examples of outstanding practice, some elements of teaching could be improved so that it is all of a high standard, especially in how efficiently time is used and how far lessons consistently challenge the higher attainers. Relationships between adults and children are very good, and pupils are keen to offer their suggestions, knowing that they will be valued. Teachers make good use of interactive whiteboards to aid learning. In some classes, there are excellent opportunities for the pupils to comment on their own learning and to suggest ways in which they might improve their work further. Teaching assistants provide good levels of additional

support for pupils with special educational needs and those who find aspects of their learning difficult. The quality of marking is mixed. In most classes, teachers provide helpful comments which give the pupils good insights into how well they are doing. By comparison, at times, marking is not detailed enough to help pupils know how successful they have been and what they should work on next. The school has good systems for tracking and monitoring the progress pupils make as they move through the school. Teachers could make even more use of assessment information when planning the next stage of pupils' learning and, thus, fully stretch the most able pupils.

Curriculum and other activities

Grade: 2

The curriculum in Reception is very good, and children of all abilities have access to a wide range of exciting and stimulating activities that fully meets their needs. Outdoor education for this age group is much improved since the last inspection. The National Curriculum is soundly planned for pupils in Years 1 to 6 and is very well enriched by an outstanding range of visits and additional activities. Residential visits do much to extend the personal development of older pupils and Year 6 pupils talk about the prospect of these visits with high levels of anticipation. The school has a good programme for personal, social and health education. The provision for pupils with learning difficulties and disabilities is good, and they take a full and active part in all activities. The school is highly effective in meeting the needs of pupils who have statements of special educational need.

Care, guidance and support

Grade: 2

The school provides very good levels of pastoral care, and the pupils' health, welfare and safety are the shared concern of governors and staff. Child protection procedures are firmly established and are well understood by all staff. Systems for ensuring the health and safety of pupils and staff are secure, and the governing body swiftly addresses any hazards that are identified during the routine audits of the premises. The school makes a very good effort to seek the views of the pupils, and acts positively upon the outcomes of questionnaires and the feedback from the school council. Pupils know that they can approach any adult with a problem, and value the class suggestion boxes which enable them anonymously to bring any concern or problem to light.

Leadership and management

Grade: 2

The school is led and managed well and has continued to improve soundly since its last inspection. The headteacher is very experienced and sets a good lead, particularly in pupils' pastoral care. The governors give good support and contribute well to the school's long-term planning. For example, they are dealing efficiently with the implications of a fall in the roll. The senior staff have a clear picture of how effective the school is and how it can improve further. Staff and governors are consulted well

about plans for development. Subject leaders are increasingly involved in checking standards and the quality of education through observing lessons, interviewing pupils, looking at planning and examining pupils' work. These systems would benefit from even more rigour to ensure that the best practice in planning and teaching is spread consistently across the entire school. There is a productive partnership with parents and with the parents' association that promotes close links between home and school. The majority of parents hold very positive views of the school. The school maintains good links with other local schools to share initiatives for improvement and make effective use of the available resources. The strong commitment to the overall well-being of the pupils provides the community with an effective local school that is in a good position to continue to do well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and helping us to find out about it. This letter is to tell you about some of the most important things we saw. These are some of the best things

- Your teachers make sure that you do well in your lessons.
- The children in the Reception class get a very good start in your school.
- You are given plenty of visits and clubs that you enjoy.
- The adults care about each of you as individuals and help you if you have a problem.
- Your teachers work closely with the governors of the school to make sure things run smoothly.

These are things that can be made better

- You could do even better in writing, and especially in spelling, handwriting and how you set out your work.
- We want your teachers to make sure that those of you who find learning quite easy are kept busy and challenged in your lessons.
- Most of your lessons are interesting and help you to learn well and we want your teachers to make sure that every lesson is as good as this. Make the most of your time at Stretham School.