



Great Sampford Primary School

Inspection Report

Unique Reference Number 114970
LEA ESSEX LEA
Inspection number 279486
Inspection dates 19 September 2005 to 20 September 2005
Reporting inspector Mr. David Cosway LI

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

Type of school	Primary	School address	Finchingfield Road
School category	Community		CB10 2RL
Age range of pupils	5 to 11		
Gender of pupils	Mixed	Telephone number	01799586280
Number on roll	82	Fax number	01799586261
Appropriate authority	The governing body	Chair of governors	Mrs.S Gant
Date of previous inspection	21 November 2000	Headteacher	Mr. Ian Pollard

Age group 5 to 11	Inspection dates 19 September 2005 - 20 September 2005	Inspection number 279486
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school, very much at the heart of the community it serves. It provides a wide range of extended services to the local area, such as a doctor's surgery on site. Almost all of the pupils are of white British descent, and even the few who are not speak English as their home language. No pupils are eligible for free school meals. A smaller percentage than nationally have learning difficulties or disabilities, arising mainly from moderate learning or social and behavioural needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a very effective school, where every child is known and valued as an individual. It fully lives up to its motto 'Small enough to care, large enough to inspire', and pupils make very good progress as they move through the school. The provision is good overall and sometimes outstanding in Reception. Pupils build on this good start and, by the age of eleven, they achieve high standards in English, mathematics and science. Outstanding leadership and management have ensured that the school has not been complacent since its previous positive inspection report, but has continued to improve. The recommendations for improvement from the last report have been successfully implemented. The school is very well placed to improve further, because of the high quality of the work of the governing body, the commitment of the staff and the growing effectiveness of the school's use of data for self analysis. Not all staff have yet been fully trained for leadership roles and not all subjects are making full use of assessment data to help pupils to improve, but these matters are in hand. The pupils make outstanding progress in their personal development, as well as good progress in their learning, because of the good, and sometimes outstanding teaching. Everyone in the school feels exceptionally well cared for and valued. All, from the Chair of the governing body to the youngest pupil, know that they matter and that their opinions are heard and respected. The school judges itself to be good overall and the inspection has found that it is outstanding. Pupil numbers have risen rapidly as its reputation has grown in the surrounding area. Pupils and their parents and carers think the school is very good indeed. It gives good value for money.

What the school should do to improve further

- Continue to develop tracking systems to monitor pupils' progress across the curriculum; - Develop the monitoring role of subject leaders so that they are able to evaluate the effectiveness of their subject areas and raise standards.

Achievement and standards

Grade: 2

Pupils make good progress and attain above, and sometimes well above average standards by the age of eleven. Over time, they have attained high levels in English and mathematics. Standards in science have been lower but the 2005 results improved considerably and are likely to be well above average when national comparisons are available. Many pupils exceed their targets, based on their prior attainment, and standards are rising faster than they are nationally. Pupils make good progress in Reception from average levels of attainment on entry to the school. Overall attainment is above average by the end of Year 2. As they move through the school, the good start they make in the reception class and Years 1 and 2 stands them in good stead since they work co-operatively, listen and concentrate well. They enjoy their lessons and work very hard to meet the challenging targets that teachers set for them. Girls attain higher standards than boys, as is the case nationally, but boys and girls alike

make good progress. Pupils with learning difficulties and disabilities and those who are gifted or talented make good progress because teachers are very aware of their individual strengths and weaknesses and plan to meet their needs. The school believes that pupils make good progress and the inspection findings agree with this.

Personal development and well-being

Grade: 1

The school believes that pupils' personal development and well-being are good. The finding of the inspection is that they are outstanding compared with other schools. The pupils' behaviour is rarely less than satisfactory and often exemplary. Almost all have very positive attitudes and really enjoy coming to school. Older pupils take care of younger ones and there is a real sense of family. Parents recognise this and praise the happy and caring environment our children thrive here. A very few of the boys find it difficult to sustain concentration, but the school is aware of this and is putting support in place to help them. Pupils develop confidence and independence, because of the inclusiveness of the school and the ways it plans to meet their individual needs. Attendance is satisfactory and improving as the school takes a firm line against family holidays taken in term time, which are one of the main reasons for absence. Almost all children are punctual to school and to lessons. The spiritual, moral, social, cultural and physical development of pupils is good overall. Moral and social issues are taught very well, and adequate emphasis is placed on cultural diversity. There is excellent spiritual development. They learn very well how to keep themselves safe and adopt a healthy lifestyle. Every child is a valued member of the school community.

Quality of provision

Teaching and learning

Grade: 2

The inspection findings agree with the school that teaching is good and sometimes outstanding. Teachers plan their lessons very well to interest and enthuse their pupils. For example, having read a poem by Michael Rosen Year 1 and 2 pupils were excited to be asked to write a similar poem and worked at a furious pace to produce lively work of their own on a similar theme. As in all classes, the tasks were carefully devised to provide a range of levels of work, so that the higher attaining pupils were set more challenging tasks than those who need more help and support. As a result, pupils enjoyed their work and made rapid progress. Teachers have excellent relationships with their pupils and all the children spoken to agreed: We like our teachers and our lessons are fun! Their learning skills are developed quickly. They can work co-operatively, research, answer questions and think for themselves. This helps them to learn quickly and independently.

Curriculum and other activities

Grade: 1

The school's own evaluation of the curriculum is that it is good. The inspection has judged the curriculum to be outstanding. There is very clear emphasis on the teaching of literacy and numeracy, very good provision for ICT, and good coverage of other subjects such as art and history. Work that the pupils do in literacy and numeracy supports work in other subjects. A commitment to the individual is at the heart of the school's work. Pupils with learning difficulties and disabilities and those with special gifts and talents are provided for well and so make good progress. A particular strength is the way in which pupils can work with a higher or lower year group if this is appropriate for their stage of development. There is an excellent range of clubs and the many trips make learning real and enjoyable to pupils. Personal, social, health and citizenship education helps to ensure the pupils' health and well-being and prepares them very well to become economically aware and make effective contributions to the community.

Care, guidance and support

Grade: 1

The care of pupils is outstanding. The school has excellent systems in English and mathematics to help pupils understand how well they are doing and how to improve. Good use is made of assessment information to enable the school to track pupils' progress. They are planning to extend these systems to other subject areas. Parents and carers are very pleased with the care and guidance that their children receive and the ways that the school keeps them well informed, so that they can in turn support their children's learning at home. They particularly value the fact that the school is small enough for every child to be known and cared for by everyone. One wrote: 'This is a very special little school.' They are pleased with the open-door policy and the friendly welcome they receive from the school office staff. The school has outstanding procedures for ensuring the health, safety and well-being of all its pupils. Child protection and health and safety procedures are in place and up-to-date. All staff have had appropriate training. Procedures for dealing with minor accidents and illness are very good. As a result, pupils feel safe and know that they have an adult to turn to if they need help. The level of care that pupils show towards each other is exceptional across the school, for example older pupils caring for the younger ones in mixed age classes. The pupils, through their active School Council, asked for a friendship bench for the playground so that any child feeling lonely could quickly make a friend. They helped to raise money to purchase the bench, showing enterprise and responsibility.

Leadership and management

Grade: 1

The school's evaluation of leadership and management is that they are good. The inspection has found that they are outstanding. The school has improved considerably since the time of the last report. ICT was a weakness at that time. The teachers'

understanding and skills have improved significantly as a result of well-directed training and the school is now very well resourced. ICT is now a strength of the school. There has been a history of relatively low performance in science. This was recognised by the leadership team and a number of very effective measures put in place. It is now one of the most successful subjects in the school. Parents value the leadership of the headteacher and they and the pupils recognise that their opinions are taken account of in the running of the school. The governance of the school is excellent. The governors have an excellent knowledge of its work and play a significant part in its development. They are very well organised and effective. The governors, leadership team and all members of the school's staff are a cohesive team and their combined efforts have created a happy, caring, hard-working ethos in which pupils and adults flourish. Some staff have been trained in their role of subject leaders. They are now evaluating teaching and learning in their subjects, principally literacy and numeracy very well. The school recognises that this is an on-going programme of staff development.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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 very much for helping me when I visited your school. It was delightful to meet you and I was very impressed indeed by your excellent behaviour and your friendliness. You all told me how much you like your school and I am not surprised. It is an excellent school. All the adults in school care for you very well and a special feature of your school is the way that you care for each other too. Your teachers work hard to give you interesting and enjoyable lessons and a number of you told me how much you enjoy learning. You make good progress at school and by the time you reach Year 6 you have learned a lot, reaching standards that are better than lots of other schools. You are growing up into responsible and confident young people. Your school is led very well indeed by your headteacher and other teachers are giving him enormous help to make the school even better. I have asked the school to continue to train teachers to be excellent leaders so that everything you learn is interesting and taught as well as possible. You told me how useful the marking of literacy and numeracy is and how helpful you find the targets that you are set. I have asked the school to begin to do this in other subjects as well. Your parents think that this is a really good school and they are right. As well as good lessons, you have lots of good clubs, activities and trips that help you to learn other things that make your education even more exciting. Enjoy your time at school and continue to work hard.