



Siddington Church of England Primary School

Inspection Report

Unique Reference Number 115665
LEA Gloucestershire
Inspection number 279650
Inspection dates 8 December 2005 to 8 December 2005
Reporting inspector Paul Sadler AI

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

Type of school	Primary	School address	The Coach Road Siddington Cirencester, Gloucestershire GL7 6HL
School category	Voluntary controlled	Telephone number	01285 652866
Age range of pupils	4 to 11	Fax number	01285 652866
Gender of pupils	Mixed	Chair of governors	Rev Nicholas Lockett
Number on roll	54	Headteacher	Mrs Ann Blakelock
Appropriate authority	The governing body		
Date of previous inspection	25 September 2000		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Siddington Church of England Primary School serves the village of the same name near Cirencester. Its size is much smaller than average. Pupils are taught in three classes in the morning and two classes in the afternoon. The proportion of pupils with learning difficulties and disabilities is above average. Pupils' skills when they start school are below average, especially in communicating. Almost all pupils are of White British origin and all speak English at home. The school occasionally educates children from the Traveller

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' standards and achievement in writing and mathematics, and to the teaching of these subjects.

The school's overall effectiveness is inadequate because pupils do not make enough progress in writing and mathematics. This does not match the school's evaluation that its effectiveness is satisfactory. Although the school has identified writing and mathematics among its areas for improvement, its own evaluation is not yet well enough supported by the analysis of data. The unsatisfactory standards achieved in these areas and the relatively high level of funding mean that the school does not give adequate value for money. The school has a number of strengths. These include the extent to which pupils are encouraged to lead healthy and safe lives, and the level of their involvement in the local community. There is good enrichment of the curriculum through external visitors and educational visits. The headteacher enjoys the full confidence of stakeholders. Teaching is inadequate because the tasks given to older and more able pupils are not challenging enough. There are weaknesses in the use of assessment. Pupils in the Foundation Stage receive a satisfactory education but standards, which are below average when pupils start school, remain so on entry to Year 1. There have been improvements in behaviour and in the teaching of information and communication technology since the last inspection. Standards in reading have also improved. There is a shared sense of purpose and a developing understanding of the school's weaknesses among leaders and managers, and more decisive action is being taken. Hence, the school has the capacity to make the necessary improvements.

What the school should do to improve further

- Raise pupils' achievement in writing and mathematics.
- Improve teaching by providing more challenging work for older and more able pupils and by using assessment more effectively.
- Improve the quality of self-evaluation through a better understanding of data.

Achievement and standards

Grade: 4

Shortcomings in writing and mathematics mean that achievement and standards are inadequate overall. Children's skills on starting school are below average, especially in communication and in knowledge and understanding of the world. They make satisfactory progress in the Foundation Stage and begin to understand and describe ideas such as the reflection of light by certain materials. Standards remain below those expected for their age, however. Satisfactory progress continues in Key Stage 1 and, by Year 2, pupils read simple texts, write in sentences and add and subtract with

confidence. In Years 3 to 6, pupils continue to make satisfactory progress in reading, and on leaving school they read a range of materials for pleasure and information. They gain increasing skill in using computers. However, similar progress is not maintained in writing and mathematics. Skills such as writing appropriately for a range of situations, and using correct spelling, punctuation and grammar, are slow to develop. Similarly slow progress is made in the ability to choose and use mathematical techniques to solve a range of problems. These weaknesses are most evident among the older and more able pupils in each class. Pupils with learning difficulties and disabilities make satisfactory progress. The school has set demanding targets and older pupils are beginning to understand what they need to do in order to achieve them.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. Links with the Church of England create a positive ethos and encourage pupils' spiritual, moral and social development. Pupils have a good range of cultural experiences, for instance, through music and art, but their preparation to live in a multi-ethnic society is underdeveloped. Pupils' behaviour is satisfactory and has improved since the last inspection. There has been one exclusion in the recent past. Pupils play well together because there are clear, simple rules for them to follow. In lessons, behaviour is generally satisfactory. Attendance is satisfactory and pupils arrive at school on time. Unusually, almost all walk or cycle to and from school. A good range of physical activities and an appropriate diet, including that provided at the breakfast club, mean they receive good encouragement to lead safe and healthy lifestyles. The school has good links with the community, including a range of activities such as helping with village events and a pensioners' party. Because of the weaknesses in developing writing and mathematical skills, preparation for pupils' future economic well-being is inadequate.

Quality of provision

Teaching and learning

Grade: 4

Inadequate teaching means that pupils do not make the progress they should in writing and mathematics from Years 3 to 6. Teachers work hard to plan lessons for classes that may contain up to four year groups of pupils of a wide range of ability. However, suitably challenging tasks are not always provided for the older and more able pupils. For example, the school day starts with identical copied handwriting exercises for the whole class. Such activities do not motivate the older pupils to improve and enjoy their writing. As a result, older and more able pupils engage in idle chatter when they become bored with the tasks they are given by teachers. On starting school, pupils in the Foundation Stage are taught appropriately through play and exploration. They receive good support from a range of adults, especially in improving their language skills. This approach is used to teach pupils in Years 1 and 2, although a wider range of more formal teaching is used appropriately. Pupils throughout the school are given tasks

which enable them to use computers with growing competence and sophistication, an improvement since the last inspection. Planning and support for pupils with learning difficulties and disabilities is satisfactory. Teachers' assessment of pupils' progress and the use to which it is put are improving. Staff have begun to set appropriate targets such as 'to be able to spell the 100 most common words' and to check that they have been achieved. Pupils are beginning to rise to these challenges. However, marking rarely shows pupils how to improve their work. The potentially useful portfolios of pupils' work collected over their school careers have not been used to identify the slow progress made in writing and mathematics.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. All required subjects are taught and pupils have good opportunities in some areas such as physical and environmental education. In writing and mathematics, however, teachers are not well enough supported in planning activities for older and more able pupils. Pupils have opportunities for a wide range of visits to places of educational interest, including residential experience. Visitors to the school such as historians, sports coaches and the vicar are used well to enhance the curriculum.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The school has good procedures to ensure pupils' safety, including suitable checks on voluntary helpers. Trips and visits are planned carefully, with appropriate risk assessments. Parents express great confidence in the school. The pupils are well known to staff as individuals, which enhances the quality of care. There are good links with local childcare and nursery settings, and with secondary schools to which pupils transfer. Teachers are beginning to set challenging targets for pupils but this has not yet had sufficient impact on improving their attainment in writing and mathematics. Parents have annual opportunities to discuss their child's progress with the teacher but are not involved directly in helping their child to achieve his or her targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There has been improvement since the last inspection, especially in standards of reading, behaviour and the use of information and communication technology. Much work has been done to organise the school in the most effective way possible to maintain standards during a period when the number of pupils has been declining. The weaknesses that exist, especially in writing, have been recognised and a good plan exists to develop this area further. As a result, pupils' written work has improved. Similar developments are in place for mathematics but are less advanced. The work of teachers is monitored throughout the school and this

supports the school's evaluation of its own work, which is satisfactory, and the identification of areas for improvement. However, the school does not make enough use of its monitoring or assessment data. The views of parents have been sought but the response has been limited. The headteacher enjoys the full confidence of parents, governors and staff. Support from the local education authority is beginning to show positive results. The governing body is well led by the new chair and has begun to monitor the school's work and to hold it to account. There is a sense of common purpose and a recognition that standards must improve. As a result, the school has the capacity to make the necessary improvements.

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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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	No
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

Dear Pupils The inspectors who visited your school very much enjoyed talking to you and seeing your work. We want to thank all of you for spending the time to do this. This letter is to tell you what we thought of your school. We think the best things about your school are:

- you behave well around the school and there is very little bullying.
- you are taught how to stay healthy and safe.
- you do a lot of things to help your community, like organising the pensioners' party.
- you have the chance to go on interesting trips.
- your parents think this is a good school.

We think the school could improve if:

- the older pupils in each class were given more difficult and interesting work, especially in writing and maths.
- you were given more help to reach your targets.
- the teachers made better use of test results when they check how well the school is doing.

We would like to wish you all the best of luck in the future. Yours sincerely
Mr P Sadler Lead Inspector