



# Stratton Church of England Primary School

Inspection Report - Amended

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**Unique Reference Number** 115615  
**Local Authority** Gloucestershire  
**Inspection number** 290278  
**Inspection date** 12 September 2006  
**Reporting inspector** David Westall

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

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<b>Type of school</b>	Primary	<b>School address</b>	Thessaly Road
<b>School category</b>	Voluntary controlled		Stratton
<b>Age range of pupils</b>	4-11		Cirencester GL7 2NG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01285 653431
<b>Number on roll (school)</b>	197	<b>Fax number</b>	01285 656434
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Andy Garlick
		<b>Headteacher</b>	Michael Hughes
<b>Date of previous school inspection</b>	17 June 2002		

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## **Amended Report Addendum**

Report amended due to administration error

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## **Introduction**

This inspection was carried out by one Additional Inspector.

## **Description of the school**

The school is situated on the edge of Cirencester and the vast majority of pupils come from White British backgrounds. Pupils' attainment on entry to the Foundation Stage is broadly average. The percentage of pupils with learning difficulties and disabilities is below average, as is the percentage known to be eligible for free school meals.

## **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 an outstanding school where pupils achieve very well. From average starting points, children get off to a flying start in the Foundation Stage where the teaching is inspirational and provision is excellent. They continue to make rapid progress throughout their time at the school because they receive education of high quality. As a result, standards are significantly above average in Years 2 and 6 and pupils achieve outstandingly well. Whilst standards have been high for a long time, a rising trend of improvement reflects the school's determination for pupils to do even better. Parents are overwhelmingly positive about pupils' progress. A typical remark to the inspector included: 'This school has a wonderful reputation for helping children to learn really well. I couldn't be more pleased with the standards my children have reached'.

The school's success owes much to the astute and committed leadership of the headteacher. He keeps his finger firmly on the pulse of the school, works tenaciously to improve pupils' educational opportunities and communicates his high expectations persuasively. He is quick to recognise and praise the work of staff and pupils, and to step in to support those who need wise advice and guidance. His leadership sets the tone for the successful school where everyone matters and morale is high. As a result, all staff are motivated and feel part of a successful team. As one teacher commented: 'Teamwork is really strong. We learn so much from each other and the headteacher is always there to encourage and support you. We love being at the school and try hard to do the very best for the children'.

The senior management team, subject leaders and governors all fulfil their roles well and help to make the leadership and management of this school outstanding. Self-evaluation procedures are rigorous. The school has an accurate view of itself, builds on its strengths and tackles its weaknesses effectively. For example, the school has correctly identified that pupils should make more use of computers throughout the curriculum and has already planned to rectify the situation by increasing the number available.

Teaching and learning are outstanding. Teachers' enthusiasm and professionalism shine through in lessons. Their planning is first rate, and the good curriculum is rich and varied so that it meets pupils' needs. Teachers have the knack of making learning interesting; the pupils say that 'even though we are working hard, we still have fun'. Indeed, laughter and smiles are everywhere in this school, and learning is seen as a shared experience.

The personal development and well-being of pupils are also important strengths and are outstanding. These stem from the very supportive relationships that exist across the school. It is clear that pupils like and respect their teachers and that these feelings are reciprocated. As a result, pupils know that teachers have their best interests at heart, and have a clear sense of self-worth because they know that they are valued as individuals. The quality of care, guidance and support is outstanding. It is not surprising that pupils enjoy school. 'He rushes to school, seems to enjoy every minute

and doesn't stop talking about it when he gets home,' commented one parent. Pupils' behaviour is exemplary. They are polite, readily listen to others, accept differences of opinion and know how to have fun together.

It is easy to understand why parents are so positive about this school. Their comments include: 'A great school. I'm continually impressed by staff who will always go the extra mile to help your child and for the excellent education the school provides'.

Standards have risen since the last inspection, and the determination and high expectations of staff mean that the school is well placed to improve even further.

### **What the school should do to improve further**

- provide more opportunities for pupils to use information and communication technology (ICT) effectively to support their learning in other subjects.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding, including for those with learning difficulties and the most capable pupils. Nearly all children reach the nationally expected standards in all areas of learning by the end of the Foundation Stage, and a significant minority exceed these standards. Pupils' first-rate achievement is also reflected in the consistently high standards reached in the national tests in Years 2 and 6. Whilst national comparisons are not yet available for the tests in 2006, those in 2005 showed that pupils' progress from Year 2 to Year 6 was within the top 10% nationally. The school has high expectations and these are evident in the challenging targets it sets for pupils' standards. Because pupils make excellent progress, these targets are met.

## **Personal development and well-being**

### **Grade: 1**

Pupils' attitudes are very positive and the attendance rate is above average. Pupils' spiritual, moral, social and cultural development is excellent. Pupils work together amicably and have a well-developed sense of fair play. They respond well when given responsibility – for example, when working together to make presentations to parents who are new to the school or when caring for younger children.

Pupils are safety conscious and show considerable concern for the welfare of others. They understand the importance of healthy eating and exercise, enjoying fruit and raw vegetables at breaktime and a wide range of physical activities. Pupils have strong social and community awareness, the ability to work together constructively, and very good literacy and numeracy skills. Consequently, they are well prepared for their future.

## Quality of provision

### Teaching and learning

#### Grade: 1

Outstanding teaching and learning are reflected in pupils' excellent progress. Teachers have a detailed knowledge of each child and a deep understanding of how pupils learn best. Consequently, they know just when to intervene in lessons with well-judged guidance and when to stand back and let pupils work things out for themselves. Assessment procedures are thorough and effective, and help to ensure that work is very well matched to pupils' needs. The teaching is lively, so that pupils' interest is captured and maintained. 'I wish the lesson didn't have to end,' commented one pupil. In the Foundation Stage, in particular, no moment is lost to support pupils' learning and every nook and cranny is a hive of busy activity.

### Curriculum and other activities

#### Grade: 2

Pupils benefit from a wide range of worthwhile learning opportunities that provide well for both their academic and personal development. Whilst the current provision for ICT is only satisfactory, the school is soon to increase the number of computers so pupils can use ICT more often in other subjects. All areas of learning are covered exceptionally well in the Foundation Stage. Creative planning enhances pupils' learning opportunities across the school. For example, Foundation Stage children have enjoyed growing, harvesting, cooking and eating their own vegetables, whilst older pupils say the visit by actors who role-played Vikings was 'really great and helped us to understand how people used to live'.

### Care, guidance and support

#### Grade: 1

The staff know pupils very well and the school works very effectively with parents so that pupils' needs are met. Parents are justifiably confident that their children are well looked after at school. Pupils feel safe and share any worries they may have with staff, reflecting the very positive relationships that exist throughout the school. Child protection procedures are robust and regular health and safety checks are carried out. The school works well with external agencies to provide support for pupils when this is required. Thorough and effective arrangements help children to settle into the Foundation Stage and for Year 6 pupils to be well prepared for the next stage of education.

Support and guidance for pupils' academic, as well as personal, development are very good. Pupils' progress is tracked meticulously and well-judged actions are taken to support any pupils who may be falling behind in their learning.

## **Leadership and management**

### **Grade: 1**

Strategic planning is very well focused and is guided by the school's highly effective self-evaluation and an accurate view of its performance. The professional development of staff is excellent. They benefit from detailed and helpful feedback about their performance from the headteacher and senior staff. Consequently, areas for improvement are identified, discussed and tackled effectively. A climate has been created where everyone is constantly trying to improve the school further. In these circumstances, it is not surprising that pupils achieve very well.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me into your school and for being so friendly, polite and helpful. Here are some of the good things I found out:

- Stratton Primary School is outstanding and I know you agree with me because you told me what a super school it is
- you enjoy school, like your teachers and have lots of friends
- your behaviour is excellent in lessons and at other times
- the adults take very good care of you, and you know whom to go to if you need some help
- the teachers are very good at making sure that you do really well in your lessons, and that your work is usually much better than in most schools
- you achieve really well by the time you leave
- you are lucky to have such a very good headteacher who works with the hard-working teachers to make sure you have lots of interesting things to do.

I could not find many things your school needs to do better but I have asked the headteacher and governors to make sure that you can use computers more often in different subjects. You probably know that they already have plans to have more computers in a really good computer suite to make this possible. Thank you again for your help.