



Sapperton Church of England Primary School

Inspection Report - Amended

Unique Reference Number 115698
Local Authority Gloucestershire
Inspection number 290303
Inspection date 20 September 2006
Reporting inspector Peter Kerr

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

Type of school	Primary	School address	Sapperton
School category	Voluntary aided		Cirencester
Age range of pupils	4-11		GL7 6LQ
Gender of pupils	Mixed	Telephone number	01285 760325
Number on roll (school)	76	Fax number	01285 760325
Appropriate authority	The governing body	Chair	Pepita Walker
		Headteacher	Dawn Thomas
Date of previous school inspection	1 February 2003		

Age group 4-11	Inspection date 20 September 2006	Inspection number 290303
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Sapperton Primary School is a small village school near Cirencester. Nearly all the pupils come from White British backgrounds. No pupils are known to be entitled to free school meals and the proportion of pupils on roll with special educational needs or disabilities is below average. The movement of pupils into the school from other schools between Reception and Year 6 is greater than in most schools. Currently the school is oversubscribed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sapperton Primary School is a good school. It provides a very good curriculum with extensive opportunities for pupils to participate in activities outside of lessons, particularly in music and sport, where many pupils excel. This provision is outstanding and reflects the success of its many fruitful partnerships with other schools, organisations and individuals. The pupils have an exceptionally keen interest in keeping healthy and fit. Their good basic skills in English, mathematics, science and information and communication technology (ICT), alongside their positive attitudes, prepare them well for the next stage of their education and the world of work. Attainment on entry to Reception is average overall, although the range is broad and varies widely from year to year. Pupils achieve well overall and standards are above average by the time they leave the school. At Year 2, standards are good in reading, writing and mathematics. In Year 6, pupils excel in reading and science, many achieving well above the expected standards in the national tests. Fewer pupils achieve the higher level in mathematics because problem solving tasks, particularly for the more able pupils are not always sufficiently challenging. By Year 6 standards in English are good overall, but there are relative weaknesses in punctuation and grammar, particularly among those pupils who have joined the school part-way through Key Stage 2; some of these pupils have significant gaps in their knowledge of the National Curriculum.

The quality of teaching and learning is good throughout the school. Excellent relationships between teachers and pupils and between the pupils themselves contribute significantly to how well the pupils learn. They enjoy coming to school and work hard at all the tasks they are given. Teaching in the mixed Reception/Year 1 class is planned carefully to ensure that the needs of the younger children are catered for fully. These children make good progress and are confident learners when they start Year 1. Because of the quality of the school's assessment and support procedures, the pupils have a very good idea of their strengths and what they need to do to improve further. Pupils with special educational needs receive good quality support and guidance to achieve their own learning targets. The school's ability and determination to cater for individual needs is one of its major strengths. The school provides a safe, caring and healthy environment in which pupils from any background can thrive. Many parents comment on the family atmosphere of the school. The school is well led and managed. Staff and governors share common goals for the school and staff are deployed effectively to make best use of their experience and expertise. All staff understand their management roles and carry these out effectively. Excellent liaison between teachers and teaching assistants ensures that there is continuity of learning and that pupils make good progress across the range of subjects. The school has robust systems for checking on how everything is going. Self-evaluation is effective, and has highlighted the need to focus on improving aspects of writing and mathematics in Key Stage 2. The governors play an increasingly active and useful role in holding the school to account as well as offering good support.

What the school should do to improve further

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- Improve pupils' problem solving skills in mathematics in Key Stage 2, particularly for the more able pupils.
- Improve standards of writing, particularly punctuation and grammar, in Key Stage 2.

Achievement and standards

Grade: 2

Achievement is good and the pupils make good progress across the key stages to reach above average standards by the time they leave the school. Standards are above average in English, mathematics and science at the end of Year 2. In Year 6 the pupils do well but work for the more able pupils in mathematics is not always challenging enough for them to achieve the higher levels. Standards of reading in Year 6 are high, but the pupils do less well in writing tests because they do not use punctuation well and they make grammatical errors. Children make good progress in Reception, in a happy and secure environment, to achieve their early learning goals. In all classes girls and boys achieve equally well and pupils with special educational needs achieve well in relation to their targets. Standards in ICT show considerable improvement since the last inspection and are at least in line with expectations by the end of Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils love their school. They say, 'We do fun things here; teachers really help you and the work is just right.' They are proud of their school council and took great pleasure in telling the inspectors that it was their idea to install a paper recycling bin. The pupils' spiritual, moral, social and cultural development is good overall, but they have gaps in their understanding of cultural, ethnic and religious diversity within the wider British society. They enjoy opportunities to make contributions to the school and community. They feel that their input is valued and that they are being prepared well for future life and work.

Quality of provision

Teaching and learning

Grade: 2

Good teaching across the school fosters positive attitudes and good relationships; this helps to ensure good learning. Teachers and teaching assistants work closely together as an effective team. The teachers' marking of pupils' work is encouraging and helps them to understand what they need to do to improve. Good assessment procedures are used well to provide suitable further targets, although targets for pupils in Key

Stage 2 do not focus sufficiently well on raising standards in aspects of writing and mathematics. The more able pupils could be stretched more; too often they are given extra work rather than more challenging tasks.

Curriculum and other activities

Grade: 2

A very good curriculum ensures pupils acquire good basic skills, including in ICT, which pupils use well to support their learning generally. The wide range of music activities and a good variety of educational outings enrich the pupils' learning, make a significant contribution to their personal development and often inspire them. For example, pupils of all ages talked enthusiastically about their time at a farm where they learned about free-range farming and animal welfare. Numerous sporting activities greatly contribute to the pupils' fitness and sense of well-being and pupils are proud of their accomplishments. The school recognises the need to improve the curriculum further to provide greater challenge for the more able in mathematics and more guidance for them in punctuation and grammar.

Care, guidance and support

Grade: 2

The care, guidance and support provided are good. High priority is given to the pupils' care and well-being. Health and safety and child protection procedures are up to date and meticulously implemented. Parents appreciate the level of care provided; one commented that, 'Children are nurtured and cared for at each stage...'. Academic guidance is good overall. Systematic procedures for tracking pupils' progress are used well to set individual targets for pupils. These targets provide clear information on what the pupils need to do next, but in Key Stage 2, targets have not been of sufficient help to the more able in rectifying the weaknesses in their performance in writing and mathematics. Annual reports to parents give them very good advice on how to help their children.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets a clear educational direction that is understood and supported by staff, governors and parents. Management responsibilities among staff are well thought out and effectively implemented. The very good team spirit in the school makes the pupils feel well cared for and respected and helps them to achieve well. Monitoring systems are systematic and self-evaluation is sufficiently robust to identify where improvement is needed. For example, the pupils' use of imaginative vocabulary was extended following weaknesses being identified in the 2005 national tests, and now the school has established a programme to provide more support for the more able pupils to improve their punctuation and grammar and their mathematical problem-solving skills. Governors

fulfil their duties well and are developing increasingly effective ways of independently monitoring the school's work.

The school has made good progress since the last inspection, particularly in respect of ICT. The provision has been improved and pupils use their good ICT skills competently to support their learning in other subjects. Staff and governors have a realistic view of the school and are well placed to take the school forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Sapperton CE primary School Sapperton Cirencester GL7 6LQ

20 September 2006

Dear Pupils,

My colleague and I enjoyed our inspection visit to your school. We would like to thank you for making us feel welcome and talking to us so enthusiastically. Your school is a good school. We saw how hard you worked and how much you enjoyed taking part in all the activities provided for you. We were very impressed with your levels of fitness and your determination to be healthy and we enjoyed listening to many of you practising your musical instruments. We think your teachers and teaching assistants work well together as a team to make sure that you all do well and are well cared for. They get help from lots of other people to make sure that you have a good range of lessons and excellent choice of interesting extra activities.

You are particularly good at reading and science by the time you leave the school, but some of you could do better at writing and mathematics. I am sure that you will work closely with your teachers at getting even better in these subjects.

Yours sincerely,

Peter Kerr Lead inspector