



Stretton Sugwas CofE Primary School

Inspection Report

Unique Reference Number 116849
Local Authority Herefordshire
Inspection number 290656
Inspection date 6 February 2007
Reporting inspector Michael Barron

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

Type of school	Primary	School address	Stretton Sugwas
School category	Community		Hereford
Age range of pupils	4-11		HR4 7AE
Gender of pupils	Mixed	Telephone number	01432 760282
Number on roll (school)	103	Fax number	01432 769 094
Appropriate authority	The governing body	Chair	S Williams
		Headteacher	E Morgan
Date of previous school inspection	11 November 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Stretton Sugwas is a smaller-than-average school situated in a village to the west of Hereford. Pupils come from a broad range of socio-economic backgrounds. Almost all are of White British heritage. The number of pupils with learning difficulties or disabilities is above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The comment by an older pupil, when asked what was the best thing about school, was simply, 'I don't want to leave in the summer'. This aptly summed up just how much pupils enjoy being at Stretton Sugwas Primary.

This is a good school which provides a good education for its pupils. The headteacher leads and manages the school well and has ensured that staff share her vision of raising standards through improving achievement. Staff have worked well together to ensure that the school has analysed and evaluated its performance accurately and implemented improvements where needed. As a result the school has made good progress since the previous inspection.

Pupils' personal development and well-being are good. Pupils value the school's friendly atmosphere. They describe their school as 'a place where everybody is happy' and say they feel safe. Parents appreciate that the school offers a caring environment in which to learn and comment that the staff are 'tremendously supportive'. Within this atmosphere pupils work hard and try to do well. They display responsible attitudes and make sensible and healthy choices. They respect others, display an outstanding community spirit and are prepared well for their future life.

Standards and achievement are good overall. Children enter the Foundation Stage with broadly average attainment and make good progress because provision is planned to meet their needs well. Pupils make good progress throughout the rest of the school and attain above-average standards by Year 6. However, the school is aware that achievement in mathematics lags behind achievement in other subjects and has correctly identified that pupils' use of basic mathematics and their problem-solving skills are in need of development.

The quality of teaching is good. Teachers, teaching assistants and learning support assistants work well to ensure all pupils, including those with learning difficulties or disabilities, get the most out of lessons, which are usually briskly paced and enjoyable. As a result, most lessons engage the attention of pupils and they work well.

The curriculum is good and is enhanced by a range of additional activities that further develop pupils' skills and their enjoyment of learning. Procedures for care, guidance and support are good and contribute well to pupils' progress and their sense of well-being.

Leadership and management are good. Meeting the needs of the pupils is clearly at the heart of the school's purpose. The governing body fulfils its duties well and offers a good level of support and challenge to the school. This has helped the school to develop a clear view of its strengths and weaknesses. The school recognises the work it has to do to bring about improvement and demonstrates a good capacity to achieve this.

What the school should do to improve further

- Develop pupils' use of basic mathematics and their problem-solving skills in order to raise achievement in mathematics.

Achievement and standards

Grade: 2

Pupils' achievement is good overall throughout the school and reflects the good quality of teaching. Attainment on entry to the Foundation Stage is broadly average, with language development often being a weaker aspect. Pupils make good progress both in the Foundation Stage and across the school as a whole because the curriculum meets their needs well. Pupils with learning difficulties or disabilities make the same good progress as other groups of pupils because of the good level of support they receive.

Standards across the school are above average overall and this is reflected in the school's results in national tests at the end of Year 6. However, pupils' attainment varies in different subjects. It has improved in English in Year 2 because the school has worked well to reverse the recent decline in pupils' attainment in writing. Even so, attainment in mathematics still lags behind pupils' attainment in English and science and the school has correctly identified that improving pupils' use of basic mathematics when solving problems is an area in need of development.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are polite, well behaved and eager to please. Their sense of enjoyment is outstanding and they say that school is fun because they are provided with interesting things to do. As a result they have good attitudes towards learning. Staff have created an atmosphere where pupils feel safe and where there is no fear of failure. This has a positive impact on achievement. Relationships are strong and pupils work and play together well. They say the School Council gives them an active part in school decision-making and that the school deals effectively with any misbehaviour and that bullying is not an issue.

There is an outstanding sense of community within the school. Pupils are very friendly towards each other. Those with disabilities say that other pupils always offer them help should the need arise. Older pupils enjoy acting as role models and look after younger pupils by, for example, making sure their coats are buttoned when it's cold in the playground. Even so, despite the efforts of the school to improve attendance, attendance levels are still only satisfactory.

Pupils have developed a good understanding of the need to keep fit and many take part in the variety of sporting activities on offer. Pupils realise the importance of keeping healthy and are beginning to make informed choices about what they eat. Economic well-being is good and is enhanced by giving pupils responsibilities such as

helping with school dinners. Spiritual, moral, social and cultural development is good and pupils have a good understanding of the wider world.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Children get off to a good start in the Foundation Stage because teaching provides children with activities which blend independent learning with adult-directed tasks. Lessons enable children to apply their knowledge and understanding well and to develop new skills. As a result they make good progress. Teaching throughout the rest of the school is good overall but varies slightly in different year groups. Teachers, teaching assistants and support assistants work well together to help pupils with their learning, especially when supporting pupils with learning difficulties or disabilities.

Pupils work hard and present their work well. They are usually provided with work which matches their individual needs and teachers use a variety of approaches to try to make learning interesting. Lessons are well structured, well paced and have a clear purpose. The quality of teachers' marking is good and gives pupils a firm idea of how to improve their work. However, there are occasions in lessons when pupils are not provided with enough time to complete the tasks they are given and this can affect their progress adversely.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and meets the needs and interests of pupils well. There is a strong emphasis on developing the arts, especially music. Pupils also have opportunities to learn French. However, even though the school is developing a cross-curricular approach to learning, there is not yet enough use of information and communication technology (ICT) to support learning in other subjects. Whilst the school meets the needs of pupils with learning difficulties or disabilities well, it is still developing its provision to fully meet the needs of gifted and talented pupils.

Provision in the Foundation Stage is good. Children make good progress because they are provided with an interesting range of experiences which fully reflect their needs in all areas of learning, especially in their language development.

Good planning and provision for personal, social and health education throughout the school ensures that pupils become well aware of the importance of fitness and well-being. Interesting visitors to the school and visits to places of interest, for example, the Roman Museum in Cirencester, increase pupils' enjoyment of learning whilst older pupils have opportunities to take part in residential trips to places such as Malvern Outdoor Centre. Pupils also have regular opportunities to take part in a range of out-of-school activities including sports clubs.

Care, guidance and support

Grade: 2

Procedures for care, guidance and support are good and effectively promote a family atmosphere in the school, which contributes to pupils' progress, sense of well-being and enjoyment of learning. Parents are positive about the caring way their children are supported. Staff show high levels of concern for pupils, especially the growing number with learning difficulties or disabilities, and provide them with effective and well-targeted support which meets their needs well. However, support for the school's gifted and talented pupils, whilst satisfactory, has room for improvement.

Pupils feel safe and happy. They know there is always someone to turn to if they have a problem. Health and safety routines are good and risk assessments meet current government guidelines. Child protection procedures are understood and followed well by staff. The school has developed robust systems to track pupils' progress and uses this data effectively to ensure potential underachievement is tackled through focused intervention programmes. Teachers mark pupils' work well and this helps them to make good progress. Links with the local secondary school are strong and help pupils transfer easily to the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads and manages the school well and receives good support from her staff. Together they are committed to placing pupils' needs at the heart of school life and have been thorough in checking and analysing the school's performance, though they are well aware there is still a need to ensure the results of such monitoring are systematically recorded. Even so, the school has used this analysis well to identify aspects of provision in need of development and to ensure that pupils have continued to meet challenging targets.

The governing body has good links with the school and fulfils its duties well, offering a good level of support and challenge where appropriate. Performance management is linked well to school improvement planning and to identifying the training needs of staff.

The school works closely with parents, who appreciate that it seeks and takes account of their views. Links with external agencies support pupils' learning well. Resources are good and the school's accommodation, which has been extensively improved, is used well to support learning.

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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?	2
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	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	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

We really enjoyed our day at Stretton Sugwas and especially talking to some of you about what you like the most about your school and seeing you work in lessons.

Here are some of the things we particularly like about your school:

- Stretton Sugwas is a good school which gives you a good start to your education.
- We were impressed by your outstanding enjoyment of school and your eagerness to learn.
- We were also impressed by how friendly you are and by the outstanding way you all get on really well together and help each other when the need arises.
- You behave well and are polite and well-mannered.
- Your headteacher and teachers lead and manage the school well and take good care of you.

We believe your headteacher and teachers can do something to make your school even better. We have asked them to:

- Help you to improve your mathematics, especially your ability to solve problems. You can help your school by continuing to work hard in lessons and by making sure you come to school every day.

We wish you the very best for the future.