



# Ogbourne St George and St Andrew Church of England Controlled Primary School

## Inspection Report

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**Unique Reference Number** 126347  
**Local Authority** Wiltshire  
**Inspection number** 293529  
**Inspection date** 10 October 2006  
**Reporting inspector** John Lilly

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>	High Street
<b>School category</b>	Voluntary controlled		Ogbourne St George
<b>Age range of pupils</b>	4-11		Marlborough SN8 1SU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01672 841318
<b>Number on roll (school)</b>	75	<b>Fax number</b>	01672 841318
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Timothy George
		<b>Headteacher</b>	Celia Hicks
<b>Date of previous school inspection</b>	22 January 2003		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small village school. Most pupils are White British, with a small number from minority ethnic backgrounds. The number of pupils eligible for free school meals is below average. The current headteacher took up post in September 2004. The school attracts a significant number of pupils from outside its normal catchment area and a higher-than average-number of pupils join or leave the school other than at the usual times.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a school on the way up. It now provides a satisfactory quality of education and has many good features. A period of decline in standards followed the last inspection. There has been significant improvement in standards since the current headteacher took up post. 'It is the end of our beginning,' as a member of staff said, 'and we know what still needs to be done.' This improvement in standards, which are now broadly average, and the quality of teaching that has driven them up owe much to the strong leadership of the headteacher, generally well supported by the other staff. The school knows what needs doing next and this understanding is shared by a strong governing body. The management of the school is based upon rigorous and accurate self-evaluation that leads to a well-focused improvement plan.

Pupils develop well as confident young people. They behave and attend school well. They much enjoy school and their growing success. It is a caring and safe place for pupils to be and the school's good reputation for its caring ethos is warranted. As one of many parents said, 'I am very glad that I chose to send my children here.' The satisfactory and improving teaching has some good features but has yet to ensure the challenge in the work precisely matches the needs of each child. This leads to inconsistent progress. Care and support are good, although guidance provides scope for improvement as children are not clear enough about the levels they could achieve and how to get there.

Pupils' achievement is satisfactory and steadily improving, although the less able do not do well enough in writing by the end of Year 6, and the more able do not do well enough in writing by the end of Year 2. Provision in the Foundation Stage is satisfactory and also improving. The curriculum is satisfactory. It has been restructured to provide a good basis for increasing the pupils' skills and understanding but these plans have not as yet been fully implemented. The school's proven capacity for improvement is based upon its good leadership and management. The school is ambitious, knowing what a very good school looks like and what needs to be done to become one.

### What the school should do to improve further

- Improve the use of assessment to ensure that planning sets more challenging and precise targets for each pupil.
- Involve the pupils more closely in understanding the levels they could attain and what they need to do to get there.
- Improve standards in writing, especially with lower-ability pupils in Years 3 to 6, and higher-ability pupils in Years 1 and 2.

## Achievement and standards

### Grade: 3

The pupils' progress is satisfactory and standards are average. Both are improving after a decline for several years following the last inspection. This improvement was

marked in the results for 2006. Children join the Reception year with broadly average attainment, although the range is wide and some have poor speaking and listening skills. The current children in the Reception year are well placed to achieve the nationally expected early learning goals. All pupils in Years 1 and 2 make satisfactory progress in reading and mathematics but the picture is less positive in writing. The average and lower-ability pupils make satisfactory and sometimes good progress in writing, but the more able are not stretched enough to reach their potential. All pupils make at least satisfactory progress in mathematics and science in Years 3 to 6, but again the picture is less positive in English. The most able pupils make good progress, as do most of those with average ability. However, the less able make only satisfactory progress and this is most marked in Years 3 and 4. This is because their previous learning is not secure and this hampers their ability to make good progress.

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

### **Grade: 2**

Personal development and well-being are good, and are at heart of the school's good reputation. Pupils care for others and behave well. Attendance and punctuality are good. Spiritual, moral, social and cultural development is good in all aspects. Pupils say they enjoy school a lot, feeling safe and cared for. They find their work interesting and are keen to do well. They know how to improve their learning, and why rules and caring behaviour are important. The school councillors said they felt fully involved in improving the school, saying 'behaviour is much better and the school council did this!' This reflective thinking means that pupils can explain and give examples of how to remain safe and healthy and how to play their part in school and the wider community, all of which they are good at. They are soundly prepared for the next stages in their lives, although some need more secure skills in literacy. Even so, several parents commented upon the success of their children when they progressed to secondary education, saying how well the school prepared them for this move.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and getting better, with examples of good practice. Teaching at the Foundation Stage is satisfactory and improving. Children adopt the routines necessary to learn. Teaching and learning are satisfactory in Years 1 to 3, with examples of good practice. Teaching and learning in the class for pupils in Years 4 to 6 are good. In the most effective teaching, both teachers and pupils know what they need to achieve and the work is closely matched to each pupil's needs. The 'we are getting better at' (WAGBA) initiative is very successful because it sets clear objectives to be met by pupils and teachers working together. Similarly, the way teachers show the children why keeping at difficult tasks, taking the initiative to find answers, thinking carefully about what you are doing and working closely with the

teacher is important is improving the pupils' learning considerably. This was very clear in a very effective lesson when the discussion between teacher and pupils lifted the learning to a new and challenging level. There is, however, too much inconsistency in progress because teachers do not use assessment enough to set challenging targets and to match the learning precisely to each pupil's needs.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There is a very good range of trips, visits and after-school activities, which enlivens the work in classrooms. The curriculum in the past was weak in a number of respects, which limited pupils' progress. It has been restructured in ways that develop the pupils' skills progressively, and this plan provides a good basis for future learning. The plan shows clearly how the pupils' knowledge will increase through well-chosen topics. However, this plan is only now being implemented and is not yet consistently applied, with the effect that pupils' progress has not so far benefited greatly. However, the potential of the plan was seen clearly during the inspection. The canal topic during the inspection forged useful links between different subjects, engaged the interest of pupils and developed skills learned in, for example, art, literacy and numeracy lessons.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Together they make a major contribution to the pupils' personal development and well-being and are becoming a key reason why progress is improving. Procedures for safeguarding children are robust and secure. Health and safety issues are regularly reviewed and improved. Children with learning difficulties and disabilities are well supported, with frequently reviewed individual education plans. Strengths in this support are the involvement of children in agreeing these plans, the positive partnership with outside agencies and the work of the teaching assistants. Provision for children with especial gifts and talents is sound and improving. Guidance is satisfactory, with good features, particularly in personal development. The pupils commented on the way a celebration-of-achievement assembly during the inspection 'showed us the way we need to be.' In their work, guidance helps children to focus on key areas they need to improve, for example, spelling. Too few, however, have a clear enough understanding of what levels they could reach and what they will need to do to achieve them. A parent summed up the caring ethos of the school by saying, 'even if the children have a bad day, they feel valued and wanted.'

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The strong, determined and expert leadership of the headteacher has turned the school around and given it good capacity for further improvement. She is ably supported by the other staff. They work as a close-knit team

that is highly committed to improving the pupils' learning. Professional development is very effective. Another asset is the strong governing body. It is well informed, with a good understanding of the school's strengths and weaknesses, for example, the small and inconvenient accommodation for one class that hinders the pupils' learning. They set clear and ambitious strategies. Other assets are the positive partnership with parents and the sensible suggestions made by the school council. Together these strengths have created a dynamic school determined to be the best. Self-evaluation is accurate and forms a good basis for planning. Management is improving rapidly and when monitoring the school, rigorously searches out the evidence, making good use of outside advice. This creates an efficient, purposeful and orderly environment for learning. Managers rightly recognise that in a school where pupils of different ages are by necessity in the same class, detailed information on each pupil's progress is essential so that the level of challenge and the knowledge covered within the curriculum meets their needs. Consequently, they have designed effective systems to collect and monitor data on pupil's progress and a curriculum that allows teachers to meet the needs these systems identify. These systems and plans are at a comparatively early stage of implementation, however, and need using to the full and quickly. Administration is highly effective, including tight financial control and effective management of resources to gain best value. These strengths in the way the school is now run caused several to remark that it is now 'ready to fly.'

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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<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>	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**

Thank you very much for making us so welcome and making our visit so enjoyable. You helped us to do our job by giving us your time and speaking so honestly and clearly.

We think your school provides you with a satisfactory education and is getting better every day. Your headteacher, helped by other people, leads and manages the school well. Everyone is determined to be the best. You feel safe and cared for, and enjoy school a lot. The school cares for you and supports you well, and shows you how to be the best. Your progress is satisfactory and speeding up because you try hard and are eager to learn. Teaching is satisfactory and your teachers are rapidly making it good and then, they hope, outstanding. You learn interesting and important things, and the school's curriculum is satisfactory. Your school councillors do a good job. They told us that they felt they were behind improvement in behaviour.

The pupils we spoke to were thoughtful, mature and keen to succeed and all of you were courteous and polite. Well done! You can be very proud of yourselves.

To help your school to become an even better school, we have said your teachers should:

- Give you clearer targets to meet, making certain you know how to achieve them.
- Discuss with you the levels you could achieve and agree with you how to get there.
- Help you to improve your writing.

As you can see – you have your part to play. Best of luck!