

# St James and Ebrington Church of England Primary Schools

Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 115713          |
| <b>Local Authority</b>         | Gloucestershire |
| <b>Inspection number</b>       | 312041          |
| <b>Inspection dates</b>        | 14–15 May 2008  |
| <b>Reporting inspector</b>     | Peter Clifton   |

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 category</b>                    | Voluntary aided                                 |
| <b>Age range of pupils</b>                | 4–11  |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll</b>                     |   |
| School                                    | 186   |
| <b>Appropriate authority</b>              | The governing body                              |
| <b>Chair</b>                              | Neil Dodgson-Hatto                              |
| <b>Headteacher</b>                        | Jonathan Dyer                                   |
| <b>Date of previous school inspection</b> | 17 May 2004                                     |
| <b>School address</b>                     | Pear Tree Close<br>Chipping Campden<br>GL55 6DB |
| <b>Telephone number</b>                   | 01386 840634                                    |
| <b>Fax number</b>                         | 01386 841877                                    |

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|--------------------------|----------------|
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school. It is situated on two sites, one in Chipping Campden and the other in the village of Ebrington some three miles apart. Each site takes pupils from the full age range; most come from the local area. The proportion of pupils with learning difficulties is below average. Most of these pupils have moderate learning difficulties. Most pupils are of White British origin. The school has been successful in gaining awards including the Healthy Schools award and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has improved markedly since the time of the previous inspection because of the strong leadership of the headteacher and other senior leaders. Pupils' personal development and well-being are outstanding, resulting from high quality care and support and a strong pastoral curriculum. Their spiritual, moral, social and cultural development is excellent. The school is a friendly and happy community, with staff from both sites working well together. One parent commented, 'The school provides a good, happy working environment and each individual child is valued and their needs met.' This view was echoed by many others, saying that they were 'delighted' or 'extremely pleased' with what the school offers. Nearly all parents whose children are new to the school commented on how well their children are welcomed. Provision in the Foundation Stage is good.

Pupils have an exceptional understanding about keeping themselves safe, displaying very considerable concern for the well-being of others. They say they feel very safe, with any incidence of silly behaviour being dealt with quickly and fairly. Their excellent behaviour and exceptionally positive attitudes are key factors in the good learning that takes place in lessons. Teachers play their part by creating a positive and friendly atmosphere for learning in all classes and planning well for the pupils' needs. As a result, pupils' achievement is good and standards are above average. Nearly all pupils enjoy school greatly and take a great deal of interest in their work because the curriculum stimulates their imagination and captures their interest. Pupils have a sound knowledge of targets that have been set. However, leaders have recognised that the identification of the next steps for learning through marking or by pupils assessing their own work is insufficiently developed. Therefore, pupils are not clear enough about what they need to do to improve, which is inhibiting their learning. The pupils express their views with confidence but are also very considerate in listening to the views of others. They are very keen to take on responsibility in school and contribute to many community events. Large numbers of pupils join in with the wide range of extra-curricular activities. The school is a healthy community. Pupils choose to eat fruit at lunchtimes and readily take up opportunities to be active. The headteacher and senior leaders have successfully ensured that there is an acute focus on improving standards and achievement, and built a strong cohesive community. There is an effective plan for improvement, which is based on accurate self-evaluation. In most areas, the actions taken have been well planned and swift so that, for example, the proportion of pupils reaching higher levels is increasing. Whilst there is a clear understanding that the outside area in the Foundation Stage requires further development, too little has been done to strengthen this area of provision. However, the capacity to improve is good.

## Effectiveness of the Foundation Stage

### Grade: 2

Children come into school with skills and abilities that are broadly in line with expectations. They make good progress and achieve well, particularly in their personal and social development, and speaking and listening skills. Children are good at taking turns, sharing and explaining what they have been doing. They use new words confidently. The curriculum covers all the areas of learning, with separate activities provided from those in Year 1. However, when they do work alongside Year 1 pupils, they concentrate and contribute well to discussions. The outdoor learning area is underdeveloped. Although there are plans for improvement to both sites, the current facilities are not always used well enough. The Foundation Stage leader

ensures that the children's progress is carefully monitored and action taken to ensure their needs are met.

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

- Extend the use of targets in lessons and through marking so that pupils have a clearer idea about the next steps for learning.
- Improve the provision for outdoor learning in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

From their starting points on entry to the school, children achieve well in Reception. They make good gains in learning and in their personal and social development. By the time they enter Year 1, most are working securely within the goals expected for their age, with several exceeding them. In 2007, Year 2 pupils reached above average standards. Standards in writing were the strongest and better than those in reading and mathematics. Current standards are similar and leaders have worked successfully to increase the numbers of pupils reaching the higher levels in reading and mathematics. Year 6 results in 2007 show that standards were well above average in English, mathematics and science. Current standards are above average in all three subjects. The school's tracking shows that most pupils have made good progress over the past year and are achieving well. Leaders keep a very careful watch on the small minority of pupils who are not doing well enough, and provide additional help and support to enable them to catch up through intervention programmes. Pupils who find learning difficult make good progress because of the effective guidance and support provided.

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

### **Grade: 1**

Pupils' outstanding behaviour and very positive attitudes make a considerable contribution to their learning and the school's welcoming and friendly nature. The school has a calm yet purposeful atmosphere and the pupils clearly enjoy each other's company. Their social and moral development is outstanding because the school carefully fosters values such as fairness and respect. Pupils attend well. They arrive punctually in school, looking forward to the day's activities and quickly organise themselves to begin learning at the start of the day.

Pupils have a real influence in how the school can be improved through the school councils. They are run by the children themselves and represent the views of all on the two different sites. Pupils raise the profile of healthy eating themselves, such as organising special fruit days, where the pupils can try more fruits that are exotic. The pupils talk enthusiastically about the sporting opportunities available and turn up regularly in large numbers. At break times, the pupils are very active, keeping fit by letting off steam in the playground. As well as making a very strong contribution to the school community, the pupils are very active further afield being involved in many activities associated with the church and local dance traditions. Pupils are well prepared for the next stage of learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers promote qualities of being respectful and working together very successfully, resulting in very strong relationships across the school. Pupils are very confident, keen to answer questions or give their opinions in class and they listen carefully to each other. Pupils enjoy working together, such as when they write and present their poems. For example, they explain what they like about each other's poems and give suggestions about how they might be improved. Lesson planning has improved following support from senior leaders and is now good. Although pupils are making good progress, there are too few opportunities for pupils to make choices about or direct their own learning. The needs of different pupils, including those who are more able and those with learning difficulties, are met well. Teaching assistants make a valuable contribution helping individuals or working with groups to develop basic skills. Leaders have rightly identified that whilst marking often gives good encouragement, it does not always give a clear indication of what pupils should do to improve, and that more time needs to be set aside for pupils to consider their next steps for learning.

### Curriculum and other activities

#### Grade: 2

Pupils enjoy the curriculum offered, especially the good range of after-school and lunchtime activities. Personal and social education is strong and particularly helps the pupils develop excellent social skills and an awareness of the advantages of cooperation and working together. Recent changes to the curriculum to develop topics that combine different subjects are successfully improving pupils' motivation. Visits and trips, which are usually linked to topics, are providing the pupils with valuable first-hand experiences. In the Foundation Stage, there is a satisfactory balance of child-initiated and adult-led activities, although the outside learning area is underused. Strong links with local secondary schools enhance pupils' experiences well through joint working arrangements, for example in mathematics, science and modern foreign languages. This is particularly benefiting more able pupils. Provision for literacy and numeracy is good with a strong emphasis on developing pupils' speaking and listening skills.

### Care, guidance and support

#### Grade: 2

Staff know the pupils well. They are strongly committed to ensuring that pupils achieve well and enjoy learning in a safe and secure environment. The pupils and parents recognise this and both speak highly of the school's welcoming nature and friendly atmosphere. Pupils feel very confident that any concerns they may have will be listened to. Arrangements for keeping the pupils safe are robust with all appropriate statutory checks in place. The school has excellent links with external agencies, other local schools and parents to support pupils' learning. Although a few Year 6 pupils remain a little apprehensive about moving on to their next school, they think they are well prepared to take on future challenges. Pupils know their targets in literacy and numeracy and are well informed about the progress they are making. Pupils have some information to help them assess their own work and decide for themselves what they need to do to improve. However, this is not consistent across the school. Therefore, leaders have rightly identified this as a priority area for development, together with marking.

## Leadership and management

### Grade: 2

Strong leadership by the headteacher and senior leaders and good self-evaluation are the main reasons for improvement in the school. Leaders accurately evaluate teaching in lessons and provide clear information about areas for development. Consequently, teaching is improving. Subject leaders are developing their work well with the guidance of the senior staff. The headteacher sets a clear direction for future development by ensuring that staff and governors contribute to improvement planning and evaluation. Governors have a good understanding of strengths and weaknesses and are actively involved in self-evaluation. This enables them to challenge leaders about improvement with confidence. Systems for tracking pupils' progress are securely in place, enabling teachers to identify quickly any underachievement and provide extra help and support as necessary. Targets set for improvement are challenging. The current Year 6 pupils are on track to exceed these.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 1   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> 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?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 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 | 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 |

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

16 May 2008

Dear Pupils Inspection of St James and Ebrington Church of England Primary School, Chipping Campden, GL55 6DB

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you a good education. Teaching and the curriculum are good and you are making good progress. Leadership of your school is good and helping the school to improve. However, we were most impressed by your behaviour and positive attitudes, which are outstanding. Well done to you all.

What we most liked about your school.

- Your outstanding behaviour and positive attitudes are helping greatly with your learning.
- Your headteacher and other leaders are making changes and these are helping you to learn better.
- You settle quickly in Reception and contribute well in lessons.
- There are excellent opportunities for you to say what you think about school and be involved in the local community.
- There are very strong links with your parents or carers.
- The school ensures you are very safe and secure.
- Teachers plan well and make sure you have interesting activities to help you to learn.

We have asked your headteacher and others to do these things.

- Give you a clearer idea about what you need to learn next by helping you set yourselves targets in lessons and improving marking.
- Extend learning for reception children by improving the outside area.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton Lead inspector