

# Rodmarton School

## Inspection report

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<b>Unique Reference Number</b>	115535
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338600
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Steffi Penny

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Randall
<b>Headteacher</b>	Susan Pillinger
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Rodmarton Cirencester GL7 6PE
<b>Telephone number</b>	01285 841284
<b>Fax number</b>	01285 841284
<b>Email address</b>	admin@rodmarton.gloucs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They visited seven lessons and saw all three class teachers. Inspectors held meetings with parents and carers, groups of pupils, governors, staff, representatives from the local authority and Traveller services. They observed the school's work and looked at pupils' exercise books, school data about pupils' achievement and progress, monitoring records, safeguarding and child protection documentation and other school documents.

The inspection team analysed questionnaires completed by staff, pupils in Years 3 to 6 and those from 43 parents and carers. It looked in detail at the following:

- pupils' awareness of how children and their families from other backgrounds and heritages contribute to life in Great Britain
- how well subject leaders contribute to the school's self-evaluation in order to drive improvement, including how instrumental the governors have been in challenging and supporting them
- the effectiveness of the school's use of assessment information to ensure that all pupils have appropriate challenge in lessons, including pupils' knowledge of their targets and what they need to do in order to improve their work.

## Information about the school

This is a very small village school, although the number on roll is steadily increasing in the younger year groups. There are three classes, each having a mixed age range. Reception Year children are taught alongside pupils in Year 1. The six areas of learning are covered throughout each week, either discretely or through activities parallel with appropriate subject areas in Key Stage 1. Most pupils are of White British background, with a small number from Traveller families. The proportion, and needs, of pupils with special educational needs and/or disabilities varies annually and is currently around the national average. Since the last inspection, there have been significant changes to staffing and governorship. The school is part of a collective partnership of eight local schools known as the Lazarus Cluster.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Rodmarton school provides a good education for its pupils. It is a small school with a big heart. Pupils of different cultures and races get along very well together in this inclusive school. Pupils' spiritual, moral, social and cultural development is outstanding. They are mutually supportive and behave extremely well. This sense of unity is demonstrated in the successful working relationships and high levels of respect. Teachers, too, develop effectively, through increasing their expertise because of the good opportunities for professional development and the good advice and support that they receive through the partnership with the Lazarus Cluster. The school regularly seeks, listens to and acts upon the views of parents and carers, pupils and partners. Consequently, they feel fully involved in the life of the school.

Pupils appreciate the opportunities they have to be creative as well as to learn basic skills and to enjoy after-school activities and Forest School. They cooperate in lessons and take their learning seriously. Effective use of modern technology enables staff to present lessons in visually interesting ways, securing pupils' interest.

Year groups are very small and when they start school children's knowledge, understanding and skills vary considerably from year to year. Generally, lesson planning is detailed and adapted to ensure that each lesson builds on the work pupils have already covered and learned so that the achievement pupils make is good. Daily lesson planning in the Early Years Foundation Stage is not as good, as it does not sufficiently target the individual learning needs of children, with a consequence that achievement in this phase is satisfactory overall.

A comprehensive programme of self-evaluation is conducted by the school. The data gathered are successfully used to identify where pupils are struggling with their learning or those who have special educational needs. Appropriate interventions are then deployed with the result that these pupils often make the best progress in the school. Through its own evaluations, the school has identified that a small amount of teaching across the school does not always demand enough of the pupils. Occasionally, some pupils wish they did harder work, particularly those who are capable of higher levels of challenge than expected for their age. Nevertheless, on the whole, pupils consistently make good progress from their individual starting points. The way that the school has improved through its use of accurate data collection and partnerships demonstrates its good capacity for further improvement.

All statutory requirements are met. Although governors are committed to the school, they know that they rely too much on the headteacher for information and are looking to become more strategic in their support. At the time of the inspection, safeguarding

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procedures were fully in place and integrated into the curriculum so that pupils have a good and strengthening understanding of how to keep safe.

The school makes a good contribution to community cohesion. It is best within the pupils' own and local communities, but pupils are less aware of how children and their families from other areas, backgrounds and heritages contribute to life in the diverse society that is modern Great Britain.

## What does the school need to do to improve further?

- Immediately ensure that those pupils who find learning easy are sufficiently challenged in all lessons.
- Increase the achievement of children in the Early Years Foundation Stage by immediately improving the day-to-day planning so that activities are tailored to the children's varying needs and abilities.
- Ensure that governors are in a better position to support the school effectively while challenging its performance.
- Make sure that pupils have greater first-hand awareness of how children and their families from other backgrounds and heritages contribute to life in Great Britain.

## Outcomes for individuals and groups of pupils

**2**

When pupils first come to the school at around the age of four, they broadly have the skills and knowledge expected for their age, though the range can be wide and varies annually because the year groups have until recently been very small. National data suggest that pupils make satisfactory progress. This is not the case. The school's comprehensive data and pupils' current work show that the majority are making good progress and achieve well. Any minor fluctuations in the performance within subjects are traceable to the specific needs of the pupils in the very small year groups.

Pupils raise funds to improve the lives of others. They are reflective and show great respect for other people's feelings and values. They take nominated roles and responsibilities seriously, such as acting as prefects to support younger pupils. The teaching environment and the new creative aspects of the curriculum help pupils to become happy, healthy and confident young people. As a result, they are well prepared for their secondary education.

In all the lessons observed, objectives were clearly shared with pupils and frequently referred to during the lesson and in the plenary session. As a result, pupils know what they have learned and what they need to do to improve their work. A relative weakness is the use of more challenging targets for those pupils who find learning easy.

Pupils are attentive and display an enthusiasm to do well. This was evident in a Year 4, 5 and 6 physical education lesson where pupils were fully engaged in developing their athletic skills. They worked collaboratively and successfully to help each other evaluate which National Curriculum levels their skills best demonstrated.

Attendance would improve if parents and carers did not take their children on holiday

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during school term time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

In the main, teachers plan lessons thoroughly, based on what pupils know and what they need to learn next. Assessment and marking of pupils' work is regular and systematic. However, although it shows pupils how they can improve their work, marking rarely refers to their individual learning targets.

Non-teaching staff and appropriate interventions are used extremely well to support the learning of those pupils who need extra help. Talk partners successfully encourage pupils to share ideas and reflect on their work. The pace of lessons is usually good, although some introductions to lessons are too long, which slows pupils' progress.

The effective curriculum is enriched by a good range of extra-curricular activities as well as educational visits and visitors to school. Pupils particularly enjoy and achieve well in competitive sports and special events, such as the recent dance show, demonstrating how well the staff value pupils' efforts and special talents.

Parents and carers appreciate the good level of care and support that their children

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for the more vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The promotion of equal opportunities is the bedrock of the school ethos and all that it does for developing caring and considerate young people.

School development is appropriately focused on raising standards and the headteacher has correctly identified important initiatives to support improvement. For example, the monitoring of teaching and learning has been effective in highlighting where weaknesses lie and in bringing about further improvements. There has been a determined, targeted focus on improving teachers' expectations and pupils' attainment through professional development opportunities within the Lazarus Cluster and other professional development through courses. The result has been better use of data to raise achievement, particularly for pupils with the greatest learning needs.

Governors support the school well and they ensure that they meet their statutory duties and that safeguarding procedures are effective. Checks have been made on all adults who work within the school and a single central record is maintained and updated when needed. Health and safety checks and risk assessments are appropriately carried out. However, governors are aware that they need to be more involved in the monitoring and evaluation of the school's effectiveness.

There is a very strong sense of community within the school and this extends to the local and international communities, through a variety of links and projects, particularly with a school in the Thika region of Kenya. Partnership links with the Traveller services are strong and the curriculum has been, and continues to be, developed to celebrate the different heritages of pupils within the school. Nevertheless, not enough has been planned by governors to determine the impact on pupils' understanding, particularly that related to the diversity of modern Britain. The school and governing body recognise that this is an area that needs to be improved.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children are cared for very well and feel happy and secure as a result. Children form good, caring and trusting relationships with each other and with adults, which is clearly demonstrated in the way they cooperate and play together. Their behaviour is outstanding. Children enjoy learning and readily follow instructions from adults. They are excited and motivated to learn and are confident to try new activities and share their views.

The curriculum provides positive experiences for children and covers the six areas of learning. Good use is made of outside areas as an extension to the classrooms. Children are kept safe and they have equal access to the full range of experiences with good quality resources.

Formal assessment arrangements are securely in place, as is the assessment of achievement informally through direct observation. These show that children's progress within the Early Years Foundation Stage is satisfactory. However, current day-to-day planning does not take sufficient account of the data from these assessments to plan activities that are tailored to the children's varying needs and abilities. This hinders the progress that children make.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

A majority of families responded to the questionnaires for parents and carers. They were overwhelmingly positive about the school's work and are most appreciative of what it does for their children. Typical of many, one parent wrote: 'The teachers are warm and kind'as a family we feel involved, respected and valued by the school'our child skips into school everyday.' Parents and carers felt that the strong family ethos of the school and commitment of staff was a particular strength; inspection evidence concurred.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rodmarton Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	73	11	27	0	0	0	0
The school keeps my child safe	32	78	9	22	0	0	0	0
The school informs me about my child's progress	23	56	18	44	0	0	0	0
My child is making enough progress at this school	19	46	22	54	0	0	0	0
The teaching is good at this school	26	63	15	37	0	0	0	0
The school helps me to support my child's learning	20	49	20	49	0	0	0	0
The school helps my child to have a healthy lifestyle	25	61	15	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	61	13	32	0	0	0	0
The school meets my child's particular needs	25	61	16	39	0	0	0	0
The school deals effectively with unacceptable behaviour	26	63	14	34	0	0	0	0
The school takes account of my suggestions and concerns	22	54	17	41	0	0	0	0
The school is led and managed effectively	29	71	10	24	2	5	0	0
Overall, I am happy with my child's experience at this school	31	76	10	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 May 2010

Dear Pupils

Inspection of Rodmarton Primary School, Cirencester, GL7 6PE

I would like to thank you very much for your wonderful warm welcome when we came to inspect your school. We were impressed with the way you greeted us so courteously with lovely, friendly smiles. I enjoyed talking with you about your work and listening to you sing so beautifully in assembly. You are excellent ambassadors for your school! This letter is to let you know what we found out.

We agree with you that your school is good. You work hard, understand what you are being taught and make good progress in your work. Your behaviour and attitudes to learning are outstanding. Everyone in the school cares for each other superbly. There are lots of clubs and visits, which you participate in enthusiastically. You make a good contribution to the local community and care for those who are less well off than yourselves. You all work very hard as a team and enjoy your achievements. Well done! You have such fantastic adults who are always looking for ways to make your school an even better place to be! We have asked the governors to help the headteacher more with her work. We have also asked the adults to:

- make sure that you all get work, and activities for the youngest children, that challenges you to do the very best you can. You can do your bit to help by continuing to do your best and letting adults know when the work you are given is too easy or too hard
- help you understand more about the lives of other children and their families from different backgrounds and heritages who live in Great Britain. Perhaps you can think of ways to help them do this?

Thank you for being so polite and helpful. I hope that you continue to enjoy your learning and do your best. Please thank your parents and carers for the helpful comments they made on the questionnaires. I know you have a great website so if you want to see the full report please go to ours which is at this link: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

My very best wishes for the future.

Yours sincerely

Steffi Penny

Her Majesty's Inspector

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