

# Sherborne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115648
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338631
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	John Eadie

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Pretty
<b>Headteacher</b>	Michael Pudifoot
<b>Date of previous school inspection</b>	28 April 2010
<b>School address</b>	Sherborne Cheltenham GL54 3DH
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## Introduction

This inspection was carried out by one additional inspector, who saw eight lessons taught by two teachers as well as visiting instructors. Meetings were held with the chair of governors, teachers, parents and groups of pupils. The school's work was observed, as well as documentation including the school plan and information about pupils' progress. The views of pupils in Years 3 to 6, staff and 30 parents and carers expressed in questionnaires were also taken into account.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the effectiveness of initiatives to raise standards and improve pupils' progress in mathematics
- the levels of challenge for more able pupils to see if they are making sufficient progress in gaining higher levels in national assessments
- the progress made by pupils with special educational needs and/or disabilities.

## Information about the school

Almost all pupils at this very small school are White British and all speak English as their first language. The school building and grounds are owned by the National Trust and almost all houses in the village are leased from the Trust. The proportion of pupils known to be eligible for free school meals has increased since the introduction of hot meals earlier this year and is now broadly average. The proportion of pupils who have special educational needs and/or disabilities is below average and most of these have speech and language or cognitive difficulties. Children in the Early Years Foundation Stage are taught alongside pupils in Years 1 and 2. The village pre-school and toddler group operate in a building on the school site; these are managed independently and were not part of this inspection. The school has achieved the Bristol Standard quality mark for teaching and learning for Early Years Foundation Stage for the last two years.

**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

The school has made considerable strides since its last inspection and is now providing pupils with a good, broad and engaging education. One of the parents commented, 'My child has never been so eager to go to school.' The overwhelming majority of parents and carers who responded to the questionnaire agree. The major strength of this very small school is the outstanding care, guidance and support provided for each pupil. This results in pupils feeling confident and extremely safe. All pupils and their circumstances are exceptionally well known by all staff and they often go well beyond the call of duty to provide support and care for pupils and their families. A good example of this is the setting up of a homework club, run by a teaching assistant, for those pupils who find difficulty completing homework at home.

The key reason for these improvements is the vision of the headteacher, which has been very well communicated to all. Staff at all levels feel they are fully involved in self-evaluation and clearly understand what the school is trying to achieve. Governors are effective at supporting and challenging the school to account for its performance. They are well aware of what needs to be done to progress further. The quality of school development planning has also improved. This is now very tightly focused on the most important things that need to be done to raise standards and improve pupils' progress. For instance, last year the school focused on raising standards in reading and now almost all pupils are at age-appropriate levels, and many are better than this. This year the focus has moved on to mathematics and writing. The impact of these initiatives can already be seen in significantly improved progress this year.

Children join the school with levels of skills and knowledge below those expected for their age. They make good progress through the school and leave with broadly average attainment. The main reason for pupils' good progress is the improvement in the quality of teaching, which is now good. Pupils with special educational needs and/or disabilities are very well supported and make the same good progress as their classmates. A further improvement has been the provision for more able pupils. These pupils are now given good levels of challenge. For example, they are now given their own individual tasks and younger pupils are working with older peers to extend their learning. A good start has been made at setting targets to help all pupils make faster progress. However, these are not sufficiently precise to help teachers and pupils know exactly what needs to be learnt next to improve pupils' progress. The school uses its environment very well. Links with the National Trust add considerably to the opportunities for pupils to learn more about the impact of global warming on the countryside, for example. The curriculum is developing an integrated approach to learning but is at an early stage of development. The range of skills to be developed has not yet been totally identified and organised.

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Thorough systems of self-evaluation, involving all staff and governors, have built an accurate picture of the school's strengths and areas for development. Areas where changes are needed are quickly identified and decisive action is taken. This ensures that all groups of pupils continue to achieve well and enjoy learning, and confirms the school's good capacity to continue improving.

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

- Improve pupils' progress, particularly in mathematics and writing, by;
  - ensuring that the systems used for checking on pupils' progress identify the precise skills that have been mastered by each pupil
  - ensuring that pupils fully understand the next steps in learning that they need to make and share these next steps with their parents
  - ensuring teachers' marking clearly shows pupils what they need to do to improve their work.
- Build on the good start at making links between subjects by clearly identifying the skills to be taught in each topic.

**Outcomes for individuals and groups of pupils****2**

Pupils thoroughly enjoy their lessons and are keen to complete tasks given. They say that their lessons are interesting and varied and that they have noticed that this has improved. Learning is typified by their enthusiasm for learning. For instance, during a lively introduction to a mathematics lesson, older pupils were enthusiastically finding different pairs of numbers that summed to 100. Younger pupils worked hard and conscientiously to complete their calculations so that they could move on to more difficult examples. The rate of pupils' progress has accelerated due to the initiatives that have been taken by the school and a very large majority are now working at levels at or beyond those expected for their age. However, this has not yet fed right through the school, which explains the average attainment at the top of the school.

Pupils' personal development is very good at all levels. They behave well and do a considerable amount to help in the smooth running of the school. Pupils say they all get on well together and this was confirmed in parents' comments such as, 'Children of all ages play and work together very well; they are kind, friendly and caring.' Assemblies make a considerable contribution to pupils' excellent spiritual development. For instance, during an assembly about the inequalities in the world, one boy said, 'That makes me feel bad because I don't appreciate everything that I have.' Pupils' social and moral development is good and they have a keen sense of right and wrong. They have a good understanding of different cultures in Europe, due to involvement in the Comenius Project, and other cultures further afield. However, their knowledge of the range of cultures represented in Britain today is less well developed.

Pupils' outstanding feeling of being safe contributes greatly to their confidence and therefore their ability to learn well. This extends to very good knowledge of how to stay

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safe in a range of situations, including when using the internet.

*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>1</b>
<b>Pupils' behaviour</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

There is a friendly and purposeful atmosphere in classrooms and teachers usually provide an interesting and varied range of activities for pupils. Good partnerships with local schools and organisations are used well to enhance provision for pupils. For example, during the inspection, younger pupils spent a morning at a Forest School and older pupils benefited from expert physical education tuition from a secondary school teacher. As well as this, pupils benefit from the National Trust guardianship scheme and enjoyed a visit by two representatives who took them out into the estate to enhance their learning.

Teachers are good at planning a range of tasks to suit the variety of ages and abilities in their classes. However, these tasks are not always sufficiently accurately matched to individual pupils' needs as systems of assessment do not at present identify the precise gains in learning that each pupil is making. This lack of precision also means that teachers' marking is not fully able to give pupils clear guidance on how successful they

<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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have been or what they need to work on next. The current systems are used well to identify any in danger of falling behind and good support is put in place for these pupils, enabling them to catch up quickly. Teachers make good use of brief times for paired discussion and this helps pupils to embed their understanding. Teaching assistants are fully included in teachers' planning and play a strong role in promoting pupils' learning and progress.

Excellent use is made of outside agencies to assist whenever necessary to support and care for pupils. A number of outside professionals are regular visitors to the school and families, and further enable pupils to take part in all aspects of school life. Pupils are very confident that they are well cared for and that any problems they might have are dealt with extremely well by the headteacher and staff.

*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	2
<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>1</b>

**How effective are leadership and management?**

The strong impact of leadership is seen in how effectively the headteacher is embedding ambition and driving improvement. This vision is very well shared by all staff and governors. Half of the governors are relatively new to the role but they have already carried out a number of new initiatives to aid the headteacher and share the load of management. They have very good plans for further developing their role of monitoring and evaluation. Leaders and governors take very seriously their responsibility to promote equal opportunities and tackle discrimination, and the success of this commitment is evident, for example in the work to improve provision for more able pupils. Consequently, pupils are now achieving more challenging targets.

The school is a cohesive community and is an integral part of the village community. Many school activities, such as Christmas events and concerts, are regarded as village celebrations and are open to all. Good links with a group of other local schools mean that teachers are not working in isolation but can share experiences and expertise. 'Community cohesion is good. Links with schools in several European countries give pupils a good idea of differences and similarities, but the school recognises that work needs to be done to improve pupils' knowledge of the range of races and religions represented in Great Britain.

The school's safeguarding procedures are good and all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. Health and safety is rigorously managed, with good assistance from governors.

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*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>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children in the Early Years Foundation Stage make good progress due to the good provision made for them. The quality of this provision is recognised in the achievement of the Bristol Standard quality mark for teaching and learning for Early Years Foundation Stage for the last two years. Although they are in a class with the pupils in Years 1 and 2, they are planned for separately and a well-qualified and skilful teaching assistant often takes them as a separate group. However, there are times when they stay too long with the whole class and could be doing more appropriate activities. The constraints of being in a class with older pupils also means that their opportunities for choosing activities for themselves are more limited. However, opportunities of learning with older pupils are used well to extend the learning of those who are ready to move on.

Pre-reading and writing skills are developed well. Children enjoy learning in the spacious and secure outside area. For example during the inspection, children went outside to do their number work, recognising numbers that are one more or less than a given number. There are plans to develop further the outdoor provision.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response rate to the questionnaire was very high. Parents and carers are overwhelmingly positive about the school, its friendly atmosphere and the care given to pupils. Those parents and carers who spoke to the inspector held similar views. One in five parents expressed some concerns about the way the school deals with unacceptable behaviour. Pupils, however, said that behaviour is good and anything unacceptable is dealt with well. The evidence from the inspection confirms this view.

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

Ofsted invited all the registered parents and carers of pupils registered at Sherborne Church of England 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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	11	37	0	0	0	0
The school keeps my child safe	27	90	3	10	0	0	0	0
The school informs me about my child's progress	19	63	11	37	0	0	0	0
My child is making enough progress at this school	18	60	10	33	0	0	0	0
The teaching is good at this school	21	70	9	30	0	0	0	0
The school helps me to support my child's learning	18	60	12	40	0	0	0	0
The school helps my child to have a healthy lifestyle	24	80	6	20	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)	16	53	10	33	1	3	0	0
The school meets my child's particular needs	18	60	12	40	0	0	0	0
The school deals effectively with unacceptable behaviour	10	33	13	43	6	20	0	0
The school takes account of my suggestions and concerns	19	63	11	37	0	0	0	0
The school is led and managed effectively	19	63	8	27	1	3	0	0
Overall, I am happy with my child's experience at this school	22	73	5	17	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.**



29 April 2010

Dear Pupils

Inspection of Sherborne Church of England Primary School, Cheltenham GL54 3DH

Thank you for being so welcoming and helpful when I visited your school recently. I enjoyed looking at your work, seeing you in lessons and talking to so many of you. I was pleased to hear that you like your school very much. Almost all your parents and carers are happy with the school too.

Yours is a good school, where staff and governors are working hard to make it even better. This means that there are lots of things that it does really well, but also that there are some things that could be even better.

- Your headteacher and all staff take exceptionally good care of you and this means that you all feel extremely safe.
- Your school has improved quite a bit since its last inspection and, in particular, you are now making good progress.
- You are making good progress because your teachers are teaching you well and the teaching assistants are also helping you to learn well.
- You told me that your teachers plan an interesting range of things for you to learn and I agree. I enjoyed the Class 2 walk with The National Trust ladies and hearing about the Class 1 visit to Forest School.

I have suggested two things to make your school even better:

- The targets you are set in writing and mathematics need to be more closely matched to build on what you have already learnt. This will enable you to keep a closer check on your learning and will also help your teachers to give you clearer guidance when they mark your work.
- Links need to be made between the subjects that you learn so that you can develop your learning in all subjects.

Thank you once again, and I am sure you will help your teachers by continuing to work hard and asking them what you need to do to make faster progress.

Yours sincerely

John Eadie

Lead inspector

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