

# Siddington Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115665
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338635
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Joyce Cox

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>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Bowers
<b>Headteacher</b>	Ann Blakelock
<b>Date of previous school inspection</b>	22 March 2007
<b>School address</b>	The Coach Road Cirencester GL7 6HL
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## Introduction

This inspection was carried out by one additional inspector. The inspector observed four teachers and visited seven lessons. She held meetings with governors, staff and pupils and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. She also analysed 26 parental questionnaires.

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

- whether all groups of pupils are making at least satisfactory progress throughout the school
- the impact of the actions taken to improve the quality of teaching and learning throughout the school
- how successfully staff use assessment information to meet the various learning needs of all pupils
- the provision for Reception children to ensure they receive full access and entitlement to the Early Years Foundation Stage curriculum.

## Information about the school

Siddington Church of England Primary School is a considerably smaller than average primary school serving a rural village community. The vast majority of pupils are of White British heritage and almost all pupils speak English as their home language. An above average proportion of the pupils have special educational needs and/or disabilities, which are mainly related to physical, behavioural or moderate learning difficulties or speech and language problems. An above average number of pupils have a statement of special educational needs.

There are two classes in the school: a Key Stage 1 class and a Key Stage 2 class. Children in the Early Years Foundation Stage are taught alongside pupils in Year 1 for the first part of the morning and with Year 1 and Year 2 pupils for the rest of the day. Years 2 and 3 pupils and Years 4, 5 and 6 pupils are taught in two classes for literacy and numeracy lessons for the first part of each morning.

**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?**

**3**

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

**3**

### Main findings

Siddington Church of England Primary School provides a satisfactory standard of education. The warm and caring relationships in the school help pupils feel safe and secure. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well. Pupils make a good contribution to the school and the local community. Nearly all parents who replied to the questionnaire said they held the school in high regard. As one said, reflecting the views of most, 'My child is very happy at this small, friendly school.'

Although pupils' attainment is below that expected for their age in most year groups, their progress over time and their learning in lessons are satisfactory. Effective support and guidance help to ensure that pupils with special educational needs and/or disabilities make sound progress. Although there is consistently good teaching in the Key Stage 2 class, too much elsewhere is only satisfactory. A very small number of lessons seen during the inspection were inadequate. In some lessons observed, there was no clear picture of what pupils were expected to learn. Consequently, the activities given to the pupils were not focused sharply on their learning and pupils were not given sufficient guidance so that they understood the steps to take to improve their work. On some occasions, there was a very slow pace, teachers' expectations of pupils' abilities were too low, and set tasks were too easy. It is apparent that leaders are not focusing sufficiently on pupils' learning when checking the quality of lessons.

Most pupils attend regularly, behave well and are keen to learn. On the occasions when activities fail to engage pupils' interest and they are required to sit still and listen for too long, a small number of pupils become restless and inattentive. Pupils' spiritual, moral and social development is good and they have a good understanding of the diversity of faiths and cultures in the United Kingdom through links with a multicultural school in Swindon.

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satisfactory. A very small number of lessons seen during the inspection were inadequate. In some lessons observed, there was no clear picture of what pupils were expected to learn. Consequently, the activities given to the pupils were not focused sharply on their learning and pupils were not given sufficient guidance so that they understood the steps to take to improve their work. On some occasions, there was a very slow pace, teachers' expectations of pupils' abilities were too low, and set tasks were too easy. It is apparent that leaders are not focusing sufficiently on pupils' learning when checking the quality of lessons. Most pupils attend regularly, behave well and are keen to learn. On the occasions when activities fail to engage pupils' interest and they are required to sit still and listen for too long, a small number of pupils become restless and inattentive. Pupils' spiritual, moral and social development is good and they have a good understanding of the diversity of faiths and cultures in the United Kingdom through links with a multicultural school in Swindon. The curriculum is enriched well through a range of visits and visitors and good use of the local environment. However, opportunities are not always taken to ensure that pupils' skills in literacy, numeracy and information and communication technology (ICT) are developed through other subjects. Since the last inspection the staffing and the organisation of the classes are more settled. The initiatives to improve pupils' academic achievement are starting to have an impact on most pupils, attainment is rising slowly, and pupils are making better progress than at the time of the last inspection. There have been good improvements to the outdoor learning area for children in the Early Years Foundation Stage. Reception children make satisfactory progress in their learning. However, on some occasions they are given the same activities as Year 1 pupils and do not always receive an exciting mix of work and play. Effective support from the local authority, a good governing body that keeps a close eye on standards, and a hard working headteacher mean that the school's self-evaluation is accurate and the school shows a satisfactory capacity to improve.

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

- Improve the quality of learning in lessons and accelerate pupils' progress in writing, science and mathematics by:
  - ensuring that planned activities are focused sharply on pupils' learning
  - ensuring that work given to all groups of pupils is sufficiently challenging
  - improving the quality of marking so pupils know how to improve their work
  - ensuring that leaders focus on pupils' learning when checking the quality of lessons.
- Improve the curriculum by:
  - providing more opportunities for pupils to practise their literacy, numeracy and ICT skills in subjects other than English and mathematics
  - ensuring that lessons provide more opportunities for active learning.
- Improve the quality of provision in the Early Years Foundation Stage through making sure children receive a good balance of teacher-directed and child-selected

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learning and through making activities and resources exciting and inviting.

## Outcomes for individuals and groups of pupils

**3**

Most children enter the Early Years Foundation Stage with skills that are below those of other four year olds especially in their language development and in their knowledge and understanding of the world. They make satisfactory progress, and by the time they leave Year 6 their attainment is slightly below average in reading, writing and mathematics.

Observations during the inspection show that most pupils work hard and behave well in those lessons where the teacher has high expectations and keeps them actively engaged in their learning. However, pupils' learning in some lessons is only satisfactory because the learning intentions are not planned carefully enough. Pupils with special educational needs and/or disabilities make sound progress because staff know their individual needs. Teaching assistants provide particularly effective support to pupils with complex physical difficulties. One pupil wrote in her literacy book, 'Everyday I go to school I feel exactly like everyone else. My friends make me fit in just like them. I don't worry because they understand and care about me.' All pupils spoke very positively about their teachers and teaching assistants. Pupils say they feel very safe in school and they develop a good knowledge of how to eat healthily and keep fit. During the inspection, they clearly enjoyed a sports week, happily participating in diverse sports activities. Pupils' attendance is satisfactory and much improved since the last inspection due to the headteacher's zero tolerance of term-time holidays. Pupils take on many responsibilities in school and support a wide range of community events. For example, they recently sang Second World War songs and produced high quality charcoal sketches as part of a village event to celebrate Victory Europe (VE) Day. Their satisfactory academic skills and good personal skills mean they are soundly prepared for later life and learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<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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<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Relationships between teachers and pupils are respectful and caring which helps to create calm classrooms. Good teaching was observed in the Key Stage 2 class, where lessons are conducted at a smart pace and the teacher has high expectations for all pupils. Assessment information is used well to plan the next steps in learning and consequently pupils make good progress. However, this high quality is not seen elsewhere in the school. Although teachers' plans detail the activities pupils are to undertake, they often do not make it clear what pupils are expected to learn during the lesson. Consequently, activities are not focused on pupils' learning and so pupils' skills and knowledge are not built upon systematically. Because expectations are insufficiently high, work given to pupils sometimes fails to provide enough challenge. In some lessons, there is too much teacher talk and insufficient time for pupils to engage in practical activities.

A strength of the curriculum is the number of after-school clubs and events. Older pupils fondly remember a residential visit to Cirencester Water Park where they thoroughly enjoyed swimming and sailing. Staff are adapting their planning so that pupils are able to practise their writing, mathematical and ICT skills in all subjects but this is at an early stage of development in some classes. There was a distinct contrast during the inspection where no Key Stage 1 pupils were seen using computers, but laptops and an interactive whiteboard were used very well in the Key Stage 2 class. As the school is very small, teachers and support staff know pupils and their families very well. Staff work well with outside agencies to support those pupils who are potentially vulnerable. All pupils are treated in a respectful manner and included in all that the school has to offer. One parent commented, 'Everyone knows everyone else which makes for a great caring family atmosphere.'

*These are the grades for the quality of provision*

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

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

Since the last inspection, the headteacher has improved the way pupils' progress is tracked throughout the school so it is easier to identify pupils in danger of underachieving. She has also put measures in place to raise pupils' achievement such as enabling them to be taught in smaller groups for literacy and numeracy. However, these initiatives are not having a consistent enough impact on improving the quality of pupils' learning in some lessons. Lesson observations and work sampling are not sufficiently focused on improving the quality of pupils' learning. Information on pupils' achievement is increasingly being used more rigorously to hold teachers to account for the progress made by their pupils and to provide support for those pupils who are in danger of underachieving. Subject leaders are playing an increasingly effective role in supporting the headteacher in school improvement.

The governing body provides good support and challenge to the school. Governors evaluate their work carefully and are constantly looking for ways to improve. They have set up a 'Standards Committee' so they can support the headteacher in evaluating pupils' attainment and achievement. They are not afraid to ask challenging questions if tracking indicates underachievement. They have shared their good practice with other local governing bodies.

The strong links with external agencies to provide support for potential vulnerable pupils show the school's strong commitment to equality of opportunity and tackling discrimination. For example, pupils learnt to value differences when the headteacher arranged for a disabled dance group to visit the school. A good partnership has been established with parents who value and appreciate their small rural school. Pupils make a good contribution to the school and local communities and enjoy two-way visits with pupils from a large multicultural school in Swindon. There are plans in place to improve pupils' knowledge and understanding of wider global communities. At the time of the inspection, the required safeguarding checks had been undertaken by the school, child protection arrangements were secure and risk assessments are completed for all relevant activities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children start in the Reception class with skills and abilities that are below those expected for four-year-olds in most areas of learning. They enjoy coming to school, behave well, and feel safe and secure in a caring and supportive environment. The school's tracking data indicate that children make good progress in all areas of learning and enter Year 1 just below the expected levels. Inspection evidence indicates that children make sound rather than good progress because teaching and learning, and the planned curriculum are satisfactory. This is because planning for activities undertaken by the children independently is not always sufficiently detailed to ensure all staff are clear about what children are expected to learn. This hampers the adults' ability to question and challenge children fully through their interactions with them. An initiative to ensure children learn their letters and sounds is having a sound impact on their early reading and word building skills.

Staff carry out detailed assessments and observations but this valuable information is not always used precisely enough to plan to meet children's various needs. On many occasions, all children do the same activities as the Year 1 pupils, which is not appropriate for the less-able children. Role-play areas such as 'Baby Bear's Bedroom' are created carefully to encourage purposeful play and language development. However, during the inspection no children were seen playing in this area as activities were very much directed by the staff. Since the previous inspection, a safe, enclosed outdoor area has been designed and developed, but this requires further development to ensure children experience all the areas of learning outdoors. Resources are satisfactory but they are not always exciting or enticing enough. For instance, when the children were acting out the story of George and the Dragon, the children were discouraged because there were no dragon or princess costumes available. The headteacher is working closely and effectively with the Early Years Foundation Stage staff and a local authority advisor to evaluate the quality of the provision to secure and implement further improvements.

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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>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

## **Views of parents and carers**

Over half of the parents and carers responded to the Ofsted questionnaire. All of these parents and carers feel that teaching is good and that their children are kept very safe. They all feel that the school deals well with unacceptable behaviour. Inspection evidence supports these judgements. A very small number of parents raised concerns, but there were no issues that were relevant to the school as a whole. Parents' individual concerns were summarised and reported to the school without identifying any individual.

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

Ofsted invited all the registered parents and carers of pupils registered at Siddington Church of England Primary School to complete a questionnaire about their views of the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	77	5	19	1	4	0	0
The school keeps my child safe	18	69	8	31	0	0	0	0
The school informs me about my child's progress	17	65	9	35	0	0	0	0
My child is making enough progress at this school	19	73	7	27	0	0	0	0
The teaching is good at this school	19	73	7	27	0	0	0	0
The school helps me to support my child's learning	19	73	6	23	1	4	0	0
The school helps my child to have a healthy lifestyle	17	65	8	31	1	4	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)	14	54	8	31	1	4	0	0
The school meets my child's particular needs	19	73	6	23	1	4	0	0
The school deals effectively with unacceptable behaviour	12	46	14	54	0	0	0	0
The school takes account of my suggestions and concerns	14	54	10	38	2	8	0	0
The school is led and managed effectively	14	54	10	38	2	8	0	0
Overall, I am happy with my child's experience at this school	21	81	4	15	1	4	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.**



2 July 2010

Dear Pupils

Inspection of Siddington Church of England Primary School, Cirencester, GL7 6HL

Thank you for the warm welcome you gave me when I visited your school. I enjoyed coming into lessons and talking with you about school life. I have judged your school to be giving you a satisfactory standard of education.

These are the things I found out:

- You enjoy school, feel safe and your behaviour is good
- Teachers help you to make satisfactory progress in your work
- There are a good number of clubs, visits and visitors.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone has your best interests at heart and wants you to be safe and happy and to do as well as you can.

I have asked the headteacher, staff and governors to do three main things to help the school improve further:

- Help teachers to make sure you always have good lessons, and to always take care to tell you how to make your work better, and so make even more progress in writing, science and mathematics.
- Ensure teachers plan their lessons so you have many chances to use computers and to practise your writing and mathematics skills.
- Make sure that the Reception children have more opportunities to explore and learn through play and that they have exciting resources.

You can help by always working hard, attending school regularly and continuing to behave well.

I wish you all the very best for the future.

Joyce Cox

Lead inspector

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