

# Sapperton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115698
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338640
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Raymond Jardine

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 of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Elsey
<b>Headteacher</b>	Dawn Thomas
<b>Date of previous school inspection</b>	0 September 2006
<b>School address</b>	Sapperton Cirencester GL7 6LQ
<b>Telephone number</b>	01285 760325
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including the school's development plan, policies and procedures for ensuring pupils' safety and welfare, school assessment records and 46 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' learning and progress, particularly in mathematics and science
- how well assessment and target setting are used by staff and by pupils to guide their work
- the extent to which the school is promoting community cohesion.

## Information about the school

This village school is much smaller than average. All pupils are of White British backgrounds and none are known to be entitled to free school meals. The proportion of pupils who have special educational needs and/or disabilities is a little below average; very few have a statement of special educational needs. The school has a higher-than-average proportion of pupils who enter or leave partway through their primary school education. It has gained national Healthy School and Activemark awards. The on-site breakfast club is run by the governors.

**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

Sapperton Church of England Primary is a good school that is at the heart of the community it serves. Pupils enjoy school life and they contribute much to their school and local community. Staff work well as a team and provide good standards of care and welfare for their pupils under the experienced headteacher's leadership. All the staff contribute to the school's management, monitoring their subjects and supporting each other in bringing about improvements where necessary. The school accurately evaluates its effectiveness and is successful in tackling weaknesses. Pupils' writing, a weakness at the last inspection, is now much better and standards in English have risen, demonstrating the school's good capacity for further improvement. Attainment by Year 6 varies a little year on year in this small rural school but it is typically above average in English, mathematics and science, as it was in 2009, reflecting good achievement.

There are a number of reasons for the good progress pupils make. Teaching is good across the school. Lessons are stimulating and pupils learn to work independently. Adult helpers work with teachers to ensure that pupils receive prompt support when they need it. In Years 5 and 6, pupils are now using subject-specific targets to help review and improve their own work, a skill in which they are becoming adept. This is not yet well developed in other classes. Occasionally, the tasks set by teachers in lessons do not fully extend the range of abilities in these mixed-age classes. Since September the school has been using new arrangements for monitoring and reviewing pupils' progress so that teachers have better access to such information to guide their work. This is already having an impact but these arrangements are not yet embedded routinely into the school's work.

The school's ethos pervades its work and pupils' spiritual, moral and social development is a strength. It is a very harmonious community where pupils respect and care for each other. Their behaviour is excellent and they readily take additional responsibility. Pupils' good knowledge of how to live healthily is reflected in the choices that they make, for example at lunch and in snack time. The curriculum is broad and there are strengths in pupils' involvement in creative arts, particularly music, and in information and communication technology (ICT). While pupils are much involved in their own and the local community, their knowledge of other cultural traditions not represented in their immediate locality is limited. This weakness is beginning to be tackled through the school's plans to further improve its contribution to community cohesion. Governance is good. Governors know the school well because they visit regularly and are confident in challenging how well it is doing. Relationships and links with parents are good. Accommodation is restricted but is used efficiently by staff.

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

- Extend the rigour with which assessment is used to raise standards by:
  - embedding new systems for monitoring and reviewing pupils' progress to ensure that their work in lessons is consistently challenging
  - spreading the good practice in pupils using targets to review their own work in Years 5 and 6 to other classes.
- Develop the school's contribution to community cohesion by extending pupils' understanding and appreciation of the cultural diversity of modern Britain and the worldwide community.

## Outcomes for individuals and groups of pupils

2

In all the lessons seen, pupils enjoyed their learning. Most work diligently on their own or in small groups and behaviour in lessons and around the school is excellent. Pupils make good progress in the great majority of lessons and overall achievement is good. Class sizes are relatively small and the number of adult helpers available means that pupils usually have ready access to additional help when they need it. Boys and girls make similar progress and good proportions were seen to be attaining above the expected levels by Year 6, particularly in English and mathematics. Those few who have special educational needs and/or disabilities are supported effectively in class or through individual help. Pupils acquire good basic skills, including ICT skills, which they apply in a range of contexts. For example, in a lesson for Years 5 and 6, pupils enthusiastically researched and summarised information about the planets of the solar system. Pupils collaborate very well on shared tasks and are keen to help each other. They are proud to be buddies to younger children, helping with their reading and vocabulary. Pupils readily take initiative; the school council has been the driving force behind recycling schemes in the school and they do much to raise charitable funds through their own activities. Pupils know how to stay safe. They say that bullying or harassment is very rare and that they have full confidence that staff deal with incidents promptly. The strong links with local churches contribute much to the sense of community and pupils are much involved in local festivals and celebrations. Many also take advantage of the additional clubs and activities, including a variety of sports provided by a committed staff. Pupils visit museums and theatres and participate in musical and drama events that promote their cultural development well, but their knowledge of the ways of living and traditions of other ethnic groups beyond their locality is limited.

*These are the grades for pupils' outcomes*

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<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' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>2</b>

### How effective is the provision?

The great majority of lessons observed were good. Typically, they were well planned, interesting and challenging for the ages and abilities in the class. Good questioning in class discussion was effective in helping pupils to recall their prior learning and also to explain how they arrive at their answers. Most lessons are paced effectively to enable all pupils to progress well. Pupils are skilled at working independently when given the opportunity and, with their good access to adult support, few are held up when they need help, even when the teacher is focusing attention on a specific year or ability group. While assessment is generally used well to guide teaching, occasionally, pupils of different ages and abilities start activities from similar points before the older and more able ones move on to harder tasks, and this can slow the pace for some. Almost all the staff are part time, enabling the school to draw on a greater range of specialist subject expertise which is deployed to good effect, for example in music.

The curriculum is broad and stimulating, with a strong focus on developing good basic skills. A good grounding in learning letters and sounds (phonics) extends beyond Reception and Years 1 and 2 for those who would benefit. All pupils learn a foreign language, initially French from Year 3. The two-year cycle of curricular planning helps to ensure that pupils build on their knowledge and skills systematically as they move through the school. Good use is made of both the local and wider community to enrich pupils' experiences through visits and welcoming visitors. Personal, social and health education promotes pupils' understanding of how to live healthy, safe and fit lives well. The school's breakfast club also makes a good contribution in this respect. The learning environment is welcoming and bright, though space is at a premium. Staff know the

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pupils very well and both the pastoral support and guidance provided are strong. All the pupils responding to the inspection survey reported that they feel safe and well cared for. There are well-developed transition arrangements into Reception and on to secondary schools. The needs of vulnerable pupils are well understood so that they are supported effectively.

*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>2</b>

**How effective are leadership and management?**

The staff promote the school's aims and values well and they share a common understanding of its strengths and weaknesses. The experienced headteacher is held in high regard by staff, governors and parents. Teaching is monitored regularly. Well-developed partnerships with over 20 other schools in the area help to provide good professional development opportunities and access to expertise to help develop teaching quality further. The school is rigorous in analysing patterns and trends in its performance and school targets are challenging. Planning for school improvement is detailed and progress is monitored by staff and governors. Its impact has been successful, for example in improving English. Promoting equality of opportunity is a high priority for the school. A recent innovation has been the introduction of a much-improved online system for recording and tracking pupils' progress in all their subjects, which gives staff very detailed records with which to help them plan. Teachers are still learning to make best use of the information to inform their teaching but already it is proving an effective way of monitoring their subjects and trends among pupils. Safeguarding arrangements are good, meet current regulations well, and take account of the views of parents and pupils. Recent local authority training and support for staff underpin school arrangements for child protection. Governors bring a diverse range of skills to their work. They are very involved in the school's development, challenge its work and are easily located in the community so that any concerns can be dealt with promptly.

The school's audit of its work to promote community cohesion has led to some detailed planning to tackle weaknesses in pupils' appreciation and understanding of a wider range of ethnic and cultural traditions and to extend a global dimension to their learning. A number of initiatives have begun, for example links with a contrasting inner city school in London, but the school knows that it has not yet built sufficiently on the very good work it already does within its own community.

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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>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 in Reception make good progress in all the areas of learning and are well prepared for Year 1 by the end of their Reception year. The school has created a separate dedicated area for the small number of Reception children, providing a bright and lively learning environment for them. The high adult-to-child ratio ensures that children receive very good support for their learning. Children grow in their personal qualities and play well together and on their own. Activities are planned well around themes. In one sequence, some children role played the three kings travelling to see Jesus, while another successfully created a nativity scene from small models. Children behave very well and are keen to participate and make decisions about what to choose. The provision is well resourced. Although the area is quite cramped, it is used effectively for a wide range of stimulating activities. Children are well looked after and safeguarded and there are very well-developed links with parents. The teacher in charge and her very knowledgeable teaching assistant work well together in managing the provision. Each child's progress is monitored in many ways, recording detailed observations and tracking steps in their progress graphically over time across all the areas of their learning.



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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

Parents and carers are very pleased with the school's work. Several describe the staff as excellent. All those who responded to the questionnaire report that their children enjoy school life and that they are happy with their child's experiences. All feel that the school is led and managed well, and many commented specifically on the good qualities of the headteacher. One said, 'My children are thriving and being well taught by enthusiastic teachers.'

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

Ofsted invited all the registered parents and carers of pupils registered at Sapperton C of E 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 73 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	76	11	24	0	0	0	0
The school keeps my child safe	35	76	11	25	0	0	0	0
The school informs me about my child's progress	23	50	22	48	1	2	0	0
My child is making enough progress at this school	28	61	17	37	1	2	0	0
The teaching is good at this school	34	74	12	26	0	0	0	0
The school helps me to support my child's learning	27	59	19	41	0	0	0	0
The school helps my child to have a healthy lifestyle	32	70	14	30	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	54	18	39	0	0	0	0
The school meets my child's particular needs	28	61	18	39	0	0	0	0
The school deals effectively with unacceptable behaviour	23	50	22	48	0	0	0	0
The school takes account of my suggestions and concerns	25	54	20	43	0	0	0	0
The school is led and managed effectively	38	83	8	17	0	0	0	0
Overall, I am happy with my child's experience at this school	35	76	11	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



4 December 2009

Dear Pupils

Inspection of Sapperton Church of England Primary School, Cirencester GL7 6LQ

Thank you for the warm welcome that we received when we visited your school recently. I am writing to tell you about the findings of the inspection. But first of all, our thanks go to you and to the many parents and carers who completed the questionnaire. These replies helped us considerably.

Yours is a good school and we know how proud you are of it. We can see that you gain much from your experiences at Sapperton. You all enjoy school life and all that it offers. You understand how to live healthy, safe and fit lives. We were particularly impressed by your excellent behaviour and the many ways in which you help to make the school a happy place to work and play. You are keen to take responsibility, for example as buddies to younger children and by helping to recycle materials where you can. In lessons you learn to work on your own and in groups. Years 5 and 6 pupils are now using their targets to review their own work to see how they can improve it further. We have asked Mrs Thomas to see how other children in the school can do more to help themselves and their teachers in this way.

The adults in the school all look after you well and we found that the teaching you receive is good. That is one reason why you are reaching above-average standards by Year 6. Most improved in the last couple of years is English as a result of the staff's efforts. But Mrs Thomas, the staff and governors are always looking for ways of making your education even better. They are already keeping better records of your progress to help them with their teaching and they are now trying to make full use of them. They also realise that many of you should understand more about the wide range of cultural traditions and ways of life in Britain and the wider world. We agree with them and have asked that this is an area for the school to develop further.

With all good wishes for your future at Sapperton Church of England Primary School,

Ray Jardine

Lead inspector

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