

Sutton Courtenay All Saints' CofE Primary School

Inspection report

Unique Reference Number	123162
Local Authority	Oxfordshire
Inspection number	340297
Inspection dates	21–22 June 2010
Reporting inspector	Alison Cartlidge

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Anne Grimm
Headteacher	Alison Ashcroft
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspection team observed nine lessons taught by five teachers. Meetings were held with governors, parents and carers, staff and pupils. Pupils' books, information on pupils' progress, safeguarding policies and other documents were evaluated. Questionnaires from 41 parents and carers, 10 members of staff and 33 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work, looking in detail at the following:

- how well writing is developing across the curriculum
- provision and progress for pupils with special educational needs
- the impact of subject leaders and governors on provision and progress
- the way caring provision supports pupils' personal development, especially their behaviour.

Information about the school

This is a smaller than average school. The proportion of pupils known to be eligible for free school meals is above average. The school has an average number of pupils with special educational needs and/or disabilities, although these pupils are not evenly distributed across the school. Most of these pupils have behavioural, emotional and social, or speech difficulties. The school has received several awards including the Healthy School status and the Activemark. The current headteacher joined the school in September 2009.

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

2

Main findings

This happy and friendly school provides pupils with a sound standard of education. Good care, guidance and support have a positive impact on the pupils' good personal development, including their behaviour. Arrangements for safeguarding pupils are outstanding. Consequently, they feel exceptionally safe and secure at school and understand how to stay safe. The school's good links with parents and carers are evident in the appreciative comments made. As one parent said, 'Teachers are approachable and caring.'

Children in the Early Years Foundation Stage make a good start to their education because tasks are matched well to their needs. In Years 1 to 6, teachers plan activities that match the pupils' interests, but they do not consistently make sure that they are all purposeful or suitably challenging. Pupils, including those with special educational needs and/or disabilities, make at least sound progress so that attainment by the end of Year 6 is broadly average in English, mathematics and science. Science is slightly less well developed than other subjects because pupils find it difficult to use scientific vocabulary to help write about what they have learnt. Teachers mark pupils' work frequently and provide good pointers for development, but do not always expect pupils to respond to advice quickly.

There are good procedures for self-evaluation that enable the headteacher, other leaders and governors to know what needs to be done next to improve the school. Subject leaders are involved with monitoring provision and progress, and are starting to evaluate the impact of their work to show how it benefits the pupils. The school's good capacity to improve is evident in the way leaders have supported an increase in pupils' progress across the school in the past year.

What does the school need to do to improve further?

- Ensure that teachers always provide activities that are purposeful and challenging so that pupils learn quickly in all lessons.
- Improve standards in science by giving pupils more opportunities to use appropriate scientific vocabulary, both orally and in their written work.
- Increase the impact of teachers' marking by giving pupils time to reflect and act on advice given.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school, learn steadily and make at least satisfactory progress. For example,

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during the inspection, pupils in Year 1 were enthusiastic about writing their lists for an imaginary visit to Africa and pupils in Years 1 and 2 enjoyed making their own passports. In some lessons, learning slows when work is not consistently challenging or purposeful. When this happens, not all pupils are motivated to try their best. Pupils with special educational needs and/or disabilities are identified and supported by teachers and teaching assistants, enabling them to make similar progress to other pupils.

Pupils' achievement is satisfactory and they attain levels that are broadly average by the time they leave the school. Attainment in science is lower than in English and mathematics, and pupils do not consistently demonstrate what they have learnt in their written work in this subject. In all subjects, pupils do not always correct errors quickly once they have been identified by the teachers. Pupils are polite and talk confidently, demonstrating that they are aware that members of staff will value their ideas. Pupils' sound literacy and numeracy skills, and good personal development, prepare them satisfactorily for the next stage of education and later life.

Pupils have an excellent understanding about how to stay safe and are very confident that members of staff will keep them safe at school. Rates of attendance are broadly average and improving. The school is working well with parents and carers to discourage term-time holidays. Pupils are good at taking responsibility for helping others. For example, older pupils are pleased to help younger ones at playtime and the school council were proud to be involved in designing the playground equipment. Pupils work together well when in small groups. They behave sensibly and are mostly attentive. As one older pupil put it, 'Children are mostly good but have little blips.' Pupils' spiritual, moral, social and cultural awareness is good. Pupils show respect for others and understand the difference between right and wrong. They are supportive of each other and enjoyed 'sharing wisdom' during the whole-school assembly. They are involved in raising funds for charity and take part in community events. Pupils' understanding of cultures other than their own is developing, and the school has suitable plans to expand knowledge further through links with other schools. Pupils enjoy taking part in physical activities such as climbing on the new outdoor equipment and mostly enjoy healthy snacks and lunches. Pupils' emotional well-being is supported successfully, with members of staff knowing all pupils well.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers provide a variety of interesting activities that help the pupils to enjoy school. For example, in Years 1 and 2, pupils enjoyed using the interactive whiteboard to see where various animals live in Africa and pupils in Years 5 and 6 enjoyed using computers to help them compile their animal fact files. Close relationships between members of staff and the pupils ensure that behaviour is managed positively through praise and encouragement. Teachers and teaching assistants provide helpful guidance when working with a group of pupils. Teaching is not consistently good, because there are occasions when tasks are insufficiently purposeful or challenging and when this happens, learning slows.

Links between subjects are developing well and the sound curriculum includes good enrichment opportunities through clubs, visits and visitors. There are good opportunities for pupils to take part in physical activities, including the new climbing equipment on the playground, demonstrating why the school has the Activemark and Healthy School Award. These activities contribute well to the pupils' personal development, health and enjoyment of school. The curriculum helps pupils to develop broadly average literacy and numeracy skills, although it is not always adjusted enough to help all pupils build on what they already know.

Good care, guidance and support enable pupils to feel exceptionally safe and welcome at school. Parents, carers and pupils are very positive about the way the school supports them. Academic guidance is frequent but pupils are not always given enough opportunity to respond to valuable comments made in teachers' marking.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and other leaders have a clear understanding of strengths and weaknesses in provision and are using information about pupils' progress to identify and rectify dips in performance. All leaders are involved in monitoring the work of the school. Information collected is used well to embed ambition and to drive improvement. Consequently, provision and pupils' progress are improving rapidly but are not yet consistently good. Leaders promote equal opportunities fairly and they tackle discrimination rigorously. For example, improvements in provision for pupils with special educational needs and/or disabilities are helping these pupils to make similar progress to others.

Governors are developing their roles well. They are knowledgeable and supportive of the school and are starting to hold the school to account for its actions. At the time of the inspection, the school's safeguarding arrangements were found to be exemplary. Procedures for keeping pupils safe and making them feel safe are exceptionally well organised and understood. For example, even pupils in Year 1 take part in carrying out written risk assessments for their visits. Parents and carers who responded to the inspection questionnaire were all very pleased with this aspect of the school's work. The partnership between the school and parents, carers and external agencies is good, enabling them to provide effective support for pupils who are finding life difficult. The school promotes community cohesion well by providing a wide range of opportunities for pupils to learn about life in and beyond the local area. For example, during the school's 'African week', pupils were excited about learning how people live in Kenya. There are also close links with local industry.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

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Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Attainment on entry to the school varies from year to year. In most years, a minority of children join the Nursery working within the levels typically expected for their age, while the majority are working below these levels. Children make good progress and attainment is broadly average by the time they enter Year 1. Good relationships between parents and carers and the school, and good care, guidance and support, help children to settle well and make especially good progress in personal and social development. Children are well behaved and cooperate with each other sensibly. For example, in the Reception Year, several children helped each other to build an 'aeroplane' which they used for role play.

Good teaching supports children well, especially when they are working on tasks they have chosen for themselves. Speaking and listening are promoted well and, as a result, children become chatty and confident about making choices for themselves. For example, children were independent when choosing materials for their models. Occasionally, during group time in the Nursery, some children find it hard to maintain concentration when not fully interested or involved in discussion. Good leadership identifies areas of comparative weakness and ensures that the curriculum is modified accordingly. For example, a recent emphasis on writing has had a positive impact and children delight in writing letters to the scarecrow in the outdoor area, and he always writes back. Children enjoy school because members of staff are skilled at making them feel safe and happy. The outdoor area is being developed further so that it provides a wealth of experiences across all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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

Views of parents and carers

There was a good response to the parents' and carers' questionnaire. Nearly all parents and carers are pleased with all aspects of the school's work. They are particularly pleased that their children are kept happy, safe and healthy, are supported in behaving sensibly, and that the school is led and managed well. The inspection team agrees with parents' and carers' positive views.

A very few parents and carers feel their children could make more progress and that they could be better informed about the progress made. The inspection team found that pupils make at least satisfactory progress, but that this could be improved by making sure that all learning activities are purposeful and challenging, and by giving pupils more time to reflect and act on teachers' comments in their books. They found that parents and carers are kept suitably informed about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton Courtenay 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 inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	80	8	20	0	0	0	0
The school keeps my child safe	30	73	10	24	0	0	0	0
The school informs me about my child's progress	29	71	9	22	2	5	1	2
My child is making enough progress at this school	28	68	11	27	2	5	0	0
The teaching is good at this school	30	73	10	24	1	2	0	0
The school helps me to support my child's learning	28	68	10	24	1	2	0	0
The school helps my child to have a healthy lifestyle	27	66	12	29	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)	24	59	14	34	1	2	0	0
The school meets my child's particular needs	31	76	7	17	2	5	0	0
The school deals effectively with unacceptable behaviour	26	63	13	32	0	0	0	0
The school takes account of my suggestions and concerns	23	56	13	32	1	2	0	0
The school is led and managed effectively	28	68	13	32	0	0	0	0
Overall, I am happy with my child's experience at this school	31	76	8	20	1	2	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 June 2010

Dear Children

Inspection of Sutton Courtenay Church of England Primary School, Abingdon OX14 4DA

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Yours is a happy and friendly school which provides a sound standard of education.

These are the best things about your school:

- You learn quickly in the Early Years Foundation Stage.
- You feel safe and secure in the school and are well looked after.
- You enjoy school because teachers plan activities which match your interests.
- You behave well and are polite and friendly. It is good that the school council helped to design the playground equipment. □
- There are good links between the school and parents and carers.
- Your headteacher and other leaders know what needs to be done to make the school better. □

These are the things we have asked your school to do next to make it better:

- Help your teachers to always give you work that is just right for you and helps you to learn quickly.
- Help you to do better in science by using more scientific vocabulary.
- Give you enough time to think about how you can improve your work and to follow up advice in marking.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by always taking notice of what they have asked you to improve in your work.

Yours sincerely

Alison Cartlidge

Lead inspector

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