

# Ogbourne St George and St Andrew Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	126347
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340963
<b>Inspection dates</b>	25–26 November 2009
<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>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Sandison
<b>Headteacher</b>	Celia Hicks
<b>Date of previous school inspection</b>	0 October 2006
<b>School address</b>	High Street Ogbourne St George Wiltshire SN8 1SN
<b>Telephone number</b>	01672 841318
<b>Fax number</b>	01672 841318
<b>Email address</b>	admin@ogbourne-st-george.wilts.sch.uk

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

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## Introduction

This inspection was carried out by two additional inspectors who visited six lessons with the headteacher, and held meetings with the chair of governors, the school improvement partner, staff and groups of pupils. They also observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. Inspectors analysed the responses of 52 parental, 7 staff and 44 pupil questionnaires. They looked at pupils' work; the latest school improvement partner's monitoring report and the school improvement plan.

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

- what the school is doing to raise Key Stage 2 pupils' attainment in mathematics
- how successfully staff use assessment data to plan the next steps in pupils' learning
- provision in the Reception and Year 1 class to ensure Reception children receive full access and entitlement to the Early Years Foundation Stage curriculum
- the extent and impact of subject leaders' involvement in whole-school improvement.

## Information about the school

This very small school is situated in a picturesque village close to Marlborough. It serves the local community although just over a third of pupils come from further afield due to parental choice and the school's very good reputation. A higher-than-average number of pupils join or leave the school other than at the usual times. A very small number of pupils come from minority ethnic backgrounds and all pupils speak English as their first language. The number of pupils with special educational needs and/or disabilities is similar to the national average. The main areas of need are speech and communication and specific learning difficulties.

There are three classes in the school. Children in the Early Years Foundation Stage are taught in the mixed-age Reception and Year 1 class.

Over the last three years there have been some staff changes due to promotion and maternity leave. The headteacher, who has a 40% teaching commitment, is leaving at the end of term to become headteacher of a larger school in Wiltshire.

The school has been awarded Active Mark and Healthy Schools status and has also won an International Schools Award. Staff in the Early Years Foundation Stage have achieved the Bristol Standard Award.

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Ogbourne St George and St Andrew Church of England Voluntary Controlled Primary School is a good school. It has made excellent improvement since its last inspection especially in raising standards in English and has many outstanding features. Pupils say they love school and this is reflected in their excellent attendance. Pupils, staff, governors and parents are correctly very proud of their school and they work together as a highly successful team to improve what they do. There is a good capacity for future improvement because school self-evaluation is very accurate, priorities are well focused and there are very high expectations of pupils' academic and personal development.

Children in the Early Years Foundation Stage have a very happy start and make good progress. From an average point on entry most children attain above average standards at the end of their Reception year. Pupils make good progress and leave Year 6 with above average standards in mathematics and science and exceptionally high standards in English. Pupils' speaking skills are also above average and they are keen and interesting communicators. Their behaviour is excellent and they make an outstanding contribution to school life. They are very kind, considerate and supportive of each other. They find lessons fun and interesting and persevere at all times. Effective teaching makes sure that work is challenging for all groups of pupils. The curriculum is planned carefully. Nevertheless, the headteacher is correct in stating that some staff are more successful than others in skilfully linking subjects together to make pupils' learning relevant and meaningful. This is an area for improvement. Music and drama feature very strongly in the curriculum and are much enjoyed and appreciated by the pupils. Parents are impressed by the excellent care, guidance and support for all pupils. Pupils are known and respected as individuals and work is skilfully tailored to meet their various capabilities.

The headteacher's inspirational leadership entuses others to have the highest possible aspirations for the pupils. Her highly ambitious vision and absolute rejection of complacency are manifest in the stimulating learning environment which includes a magnificent new oak framed hall. The new hall, however, is not currently being fully utilised so that pupils, parents and the local community can enjoy its excellent facilities. The headteacher is exceptionally well supported by an enthusiastic and highly competent governing body that works tirelessly to ensure that every pupil has the same good opportunities to benefit from their education. Morale is very high and staff feel valued. The school has successfully promoted cohesion within its own community and has strong links with its parents, other schools, the local church and the village.

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

- Improve the provision even further by:
  - reviewing and revising the curriculum so that all staff feel confident and enthusiastic in planning stimulating and interesting links between subjects to give pupils even more memorable learning experiences
  - devising ways to fully utilise the stunning new hall so that pupils, parents and the local community can benefit from its excellent facilities.

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

<b>2</b>
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Pupils' attainment varies from year to year, being heavily influenced by fluctuations in ability within very small year groups. In the 2008 Year 6 tests, pupils' attainment dipped slightly in mathematics. The school's data show that this was due to a third of the nine pupils having specific learning needs who, although attaining well, did not perform as well as had been anticipated in mathematics. Year 6 pupils' current attainment is above average in science and mathematics and exceptionally high in English. All pupils build knowledge and skills effectively because lessons are productive and purposeful. They are exceptionally eager to learn and enjoy working with and supporting each other. The individual needs of pupils are met successfully, which enables pupils of various ages and ability levels to make good progress. Virtually all hands go up to answer teachers' questions and pupils waste no time in starting work. They learn effectively and say they love their lessons because teachers make learning fun and interesting. They respond very well to praise and listen carefully. Pupils with special educational needs and/or disabilities receive good support from teachers and teaching assistants. Work is skilfully adapted to meet their specific needs so that they also make good progress. Those pupils who join the school at different times are made to feel very welcome by staff and pupils. One parent writes, 'My child is happy for the first time in 6 years. The work here has been more challenging than at the good middle school previously attended.'

Pupils are very enthusiastic about their school and their sense of enjoyment and achievement is impressive. The strong Christian ethos and family atmosphere ensure pupils form positive and supportive relationships. For instance, older pupils sensibly and responsibly organise playground games and ensure no younger pupils feel lost or lonely. Pupils' attendance is excellent and they say they feel extremely safe in school at all times. They are exceptionally aware of what safety means in their own lives, especially with regards to using the internet and mobile phones sensibly. Pupils have an excellent knowledge of how to take care of their health through drawing up healthy guidelines for food in school. The vast majority of pupils regularly take part in the annual healthy picnic organised by older pupils. Pupils' outstanding behaviour and smiling faces create an extremely welcoming environment. They enjoy raising money for various charities and conscientiously undertake their roles as school councillors and lunchtime monitors. Older pupils are experts at speedily clearing and tidying the hall after school lunches. Pupils have an excellent appreciation of, and involvement in, their village community. For example, during a recent Second World War project, pupils, dressed as evacuees, were welcomed by villagers attired in 1930's costumes. Pupils' good academic progress

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and outstanding personal qualities prepare them well for later life. They leave school with a firm conviction in their own abilities and a strong desire to learn lots more.

*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>	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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Lesson observations show that the quality of teaching is normally at least good in all classes. This is reinforced by the quality of work presented in pupils' books. Pupils in the Years 4, 5 and 6 class benefit considerably from outstanding teaching in literacy and numeracy. In both these subjects, the 37 pupils are meticulously organised into ability sets and the work provided is exceptionally well adapted to meet their various ages and capabilities. A key feature of the teaching is the emphasis placed on ensuring pupils understand and can define and use specific vocabulary such as 'perpendicular' and 'isosceles'. Drama is often used to inspire pupils' writing and to develop their empathy with and understanding of character development. For example, older pupils thoroughly enjoyed and achieved exceptionally well in learning how to create emotion through drama when re-enacting scenes from 'Skellig' by David Almond. Lessons are normally conducted at a lively pace which keeps pupils engaged and interested. On rare

<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.

occasions the pace slows and teachers repeat pupils' answers, which disrupt the flow. A very good variety of practical activities also sustain pupils' concentration and motivation. Staff and pupils use computer technology with expertise and enjoyment. An experienced group of talented teaching assistants provide high quality support to all pupils. Careful assessment informs teachers' planning and teachers set good challenges to all pupils in the majority of lessons. Pupils' learning targets are clear and teachers' marking tells pupils what they have achieved and what they need to do next. By encouraging self- and peer marking and with the introduction of self-assessment in mathematics pupils are increasingly reflective about their learning.

The school has developed an extensive and interesting curriculum, often drawing on its very strong partnership with other local schools. For instance, pupils benefit considerably from weekly French lessons delivered free of charge by staff from a nearby secondary school. The one area to develop in the curriculum is the way in which staff plan meaningful and exciting links between subjects. A wide range of enrichment activities and outdoor learning is incorporated into the curriculum. These include woodland school days, theatre trips, outings to museums and galleries as well as local studies. Two thirds of the school receive free musical instrument tuition. Additional opportunities are established for gifted and talented pupils which include accelerated mathematics courses and stone carving, archeology, creative writing and environmental science activities. Out-of-school clubs are well attended and offer a carousel of activities that include chess, dance, multi-skills, drama, craft and judo, leading to some notable personal achievements in judo and chess as well as a high level of performance at the local dance festival. The school is renowned for its superb singing and the school choir has won many awards.

All pupils, whatever their background or specific needs, are welcomed into the school. The key to the good progress that the most vulnerable pupils make is the excellent care they get, from both staff and pupils, who make them feel secure and happy. Staff go the extra mile to ensure every child's needs are met. For instance, a pupil with learning difficulties who was not thriving and who had emotional problems was taken regularly to visit Greatwood, a recognised racehorse welfare charity. Working with the horses gave the pupil the confidence to have a go which improved self-esteem and enabled the pupil to attempt independent writing. Consequently, to staff's great delight the pupil came to school with a smiley face for the first time ever.

*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>

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## How effective are leadership and management?

The school's partnership with parents is steadfast and they hold very positive views of the school's performance. For instance, one parent writes, 'My child has been very happy here and has grown from a shy pre-schooler into a confident and able Year 6 pupil. The school is extremely well managed and staff are always willing to take time to discuss any problems.' The school's partnership with others is excellent and ever widening, as in the case of the good promotion of pupils' understanding of the cultures, faiths and lifestyles of pupils in a school in China. Safeguarding of pupils is exceptionally well managed and organised by staff and governors, and all requirements were fully met at the time of the inspection. They succeed in ensuring that there is no discrimination on any grounds. The school has robust systems to check how well pupils are progressing and the quality of its work. The outcomes of such checks are used to pinpoint crucial priorities for improvement, ensure there is no discrimination on any grounds and also establish how effective subsequent work is proving. All staff and governors are fully involved in such work. Together they make an exceptionally strong team whose positive approach to challenges and 'can do' attitude sets an excellent model for the pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</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

The Early Years Foundation Stage outdoor learning environment is stunning and provides challenge, intrigue and excitement. During the inspection Reception children happily pulled on their wellies and confidently set off to find natural materials to make



birds' nests. Staff and pupils engage in outdoor learning constantly and the covered area enables all areas of learning to be catered for whatever the weather. Children love being outside and can confidently learn to take risks and explore in a safe, supervised, forest-school environment. Indoor learning is also effective and it is no wonder that from an average point on entry children make good progress in all areas of their development.

Despite the fact that the Early Years Foundation Stage leader is on maternity leave, good leadership and management continue as the headteacher is overseeing the provision. Effective teaching and loving care ensure that most children exceed the expected levels for their age on entry to Year 1. Staff make learning fun and enjoyable and really challenge children to think and work together. For instance, children have just enjoyed a highly successful project about the Three Little Pigs. Beautifully designed role-play areas such as Santa's Grotto enable Reception children and Year 1 pupils to engage in structured play activities and to extend their communication skills. Staff work as a highly effective team and have excellent knowledge and understanding of the personal and learning needs of young children. They are brilliant play partners which ensures that children make exceptional progress in their personal, social and emotional development and their general well-being. An effective, active partnership with parents is quickly established so parents are totally involved in their children's learning. One parent describes how thrilled she was with the way the staff sensitively handled the settling-in process. She writes, 'My child was so excited to be starting school and has grown and developed so much since September. It is amazing to watch.'

*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**

Nearly every parent or carer of pupils at the school responded to the questionnaire, which is a very high proportion. They were unanimous that their children enjoy school, teaching is good, that their children are well prepared for the future and that the school is led and managed well. All also said that they were very happy with their children's experience at the school. Understandably, a very small number of parents raised concerns about the impending departure of the headteacher who they feel will be sorely missed. Inspectors feel that the headteacher is leaving the school in a very strong position to move onwards and upwards. Furthermore, inspectors know that the governing body and the local authority are doing all they possibly can to secure the

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appointment of an experienced and effective headteacher to replace her.

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

Ofsted invited all the registered parents and carers of pupils registered at Ogbourne St George and St Andrew Church of England Voluntary Controlled 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	79	10	19	0	0	0	0
The school keeps my child safe	37	71	15	29	0	0	0	0
The school informs me about my child's progress	31	60	17	33	0	6	0	0
My child is making enough progress at this school	37	71	13	25	2	4	0	0
The teaching is good at this school	37	71	13	25	0	0	0	0
The school helps me to support my child's learning	30	58	20	38	1	2	0	0
The school helps my child to have a healthy lifestyle	35	67	17	33	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)	28	54	20	38	0	0	0	0
The school meets my child's particular needs	37	71	11	21	2	4	0	0
The school deals effectively with unacceptable behaviour	35	67	15	29	0	0	0	0
The school takes account of my suggestions and concerns	28	54	20	38	1	2	0	0
The school is led and managed effectively	41	79	9	17	0	0	0	0
Overall, I am happy with my child's experience at this school	40	77	12	23	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.

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## 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.**



27 November 2009

Dear Pupils

Inspection of Ogbourne St George and St Andrew Church of England Voluntary Controlled Primary School, Marlborough, SN8 1SN

We really enjoyed visiting your school and I am writing to thank you for two very interesting and happy days. I particularly enjoyed listening to the school choir singing 'Silent Night' and seeing how much the Reception children enjoyed their outdoor learning area. Thank you to the guides, who did a brilliant job of showing us around the school, and to all those who talked to us and filled in the questionnaire. We agree completely with you and your parents that you go to a good school which has many excellent features.

These are the things we found out:

- You make good progress and reach above average standards.
- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher is an excellent leader and together with the staff and governors leads and manages the school exceptionally well.
- You do really well in English and enjoy drama and school productions very much.
- You are extremely well cared for in school and you say you feel very safe.
- Your school works very effectively with your parents and other schools to make sure your education is successful.

We think there are just two areas where the school can improve. First, staff could plan even more really exciting and memorable learning activities for you. Second, your brilliant new hall requires timetabling so you and the local community can use it as much as possible. You can play your part by continuing to work hard and by keeping up your excellent standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox

Lead Inspector

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