

# Sutton Benger Church of England Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	126486
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	328504
<b>Inspection date</b>	20 May 2009
<b>Reporting inspector</b>	Alex Baxter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	126
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rod Moor-Bardell
<b>Headteacher</b>	Suzanne Lloyd
<b>Date of previous school inspection</b>	27 February 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	40 Chestnut Road Sutton Benger Chippenham SN15 4RP
<b>Telephone number</b>	01249 720407

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<b>Age group</b>	4–11
<b>Inspection date</b>	20 May 2009
<b>Inspection number</b>	328504

**Fax number**

01249 720410

<b>Age group</b>	4-11
<b>Inspection date</b>	20 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a small primary school. Children in the Early Years Foundation Stage are taught in a mixed Reception/Year 1 class. The proportion of pupils with learning difficulties and/or disabilities is below average, but is higher than this in some year groups. Most pupils are from White British backgrounds. The school holds Healthy School, Activemark and Artsmark awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Sutton Benger is an outstanding school. It is a welcoming school that seeks the best in all that it does. The headteacher gives an exemplary lead and has established a strongly shared vision for continued improvement. She is extremely well supported by senior colleagues and governors in providing excellent leadership and management. As a result, pupils' academic achievement and personal development are exceptionally good. Standards are high in relation to the national average. This represents outstanding achievement. The school has a distinctive and very effective ethos of learning. In all parts of the school, pupils apply themselves diligently to their own work and willingly cooperate with each other. With their academic achievement, these qualities prepare pupils extremely well for the future.

Pupils also make exceptional progress in their personal development and well-being in response to outstanding care, guidance and support. The excellent role models offered by all staff and their consistently high expectations, superbly promoted by the headteacher, underpin the exemplary teaching and learning that are evident in all parts of the school. As a result, the pupils show very positive attitudes, enjoy every aspect of school life and particularly relish the challenges presented to them. Pupils' adoption of healthy, safe living and their contributions to school and community events are also exceptionally good.

Pupils' skills are expertly developed through reflection and they have excellent opportunities to use and apply them in relevant, stimulating, practical activities, often in a real-life context. Consequently, pupils make excellent progress throughout the school in developing language, literacy, numeracy and information and communication technology (ICT) skills. This enables them to enjoy their work and become even more successful learners. The pupils' excellent behaviour and the way older pupils support younger pupils in and out of class, helping to plan investigations or as 'talking partners', for example, truly reflect the school's inclusive ethos. Whilst older pupils have a very good appreciation of multi-cultural Britain, younger pupils are not developing their awareness of cultural diversity as effectively. Many parents express their appreciation of these attributes, and typical comments include, 'There is a fantastic culture at the school where children respect each other and the staff, and the staff respect each other and the children' and 'A warm caring school in which my child is very happy'. A few parents raised concerns about future staff changes and were mindful of the difficulties these caused in the past. Inspectors understand these concerns, but judge that the school's excellent leadership strategies ensure it is very well placed to manage change successfully. Excellent self-evaluation and the successful use of challenging targets have led to significant improvements since the last inspection. The school is very well placed to continue this improvement into the future.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children make a successful start to their school life in the Reception class. The enthusiasm of the staff in welcoming newcomers to the school lifts the aspirations of both children and their parents to think positively about what can be achieved. Children's needs are quickly assessed, and well-considered interventions make sure that differing needs are fully supported. Excellent teaching, warm relationships and encouragement enable the children to make exceptional progress in all areas of learning, but especially in becoming capable independent and cooperative learners. Standards are above those typically expected on entry to Year 1. Parents are encouraged

to work in full partnership with staff to consolidate learning, particularly in supporting their children's enjoyment of school. Leadership and management are outstanding and ensure that the very caring staff give exemplary attention to the children's welfare. The very well planned, safe indoor and outdoor areas and the way staff value and respond to the children's ideas reflect this high quality care. The curriculum has many excellent features. For example, focused teaching of words and numbers is beautifully balanced with exciting learning activities for the children to choose for themselves. These include exploring the 'wolf skin' floor in the 'Wind in the Willows forest hut' in the classroom or in 'Ratty's House' in the secure outdoor area.

### **What the school should do to improve further**

- develop the pupils' understanding of Britain's multi-cultural society more consistently as they move up through the school.

## **Achievement and standards**

### **Grade: 1**

Pupils of all abilities achieve exceptionally well in relation to their capabilities. This is because of consistently good or outstanding teaching that has a cumulative impact on their learning. Children's skills on entry generally match those expected for their age, but personal, social and emotional skills are usually higher than this. Children make excellent progress in Reception, where their independence and social skills are developed extremely well and attainment is above expectations on entry to Year 1. In response to high quality challenging teaching, the pupils continue to make excellent progress through the rest of the school. Gains are even more impressive as they use and apply their improving literacy, numeracy and ICT skills very effectively when solving problems and undertaking research and investigations. By the end of Year 6, standards are high in all aspects of English and in mathematics, science and ICT.

## **Personal development and well-being**

### **Grade: 1**

Pupils are polite and very well-mannered and their behaviour is excellent. They enjoy school greatly and their attendance and attitudes to school are exemplary. Pupils contribute fully to the life of the school, for instance by taking responsibility for stalls during the recent 'Family Week'. Pupils also take their learning responsibilities very seriously, for example when older pupils support younger pupils as 'reading buddies'. Pupils make their views known in class 'circle time' discussions and through the school council that is currently evaluating the school's hand-washing facilities. The pupils' commitment to their own learning and their willingness to support one another are notable features which considerably enhance their progress. Older pupils have a good understanding of Britain's multi-cultural society, through links with schools in more culturally diverse areas. Other pupils' understanding is not as secure, but is satisfactory nevertheless. Pupils say they feel very safe and secure and their full participation in school life in general, including the various clubs, reflects their excellent adoption of healthy, safe lifestyles. The pupils' outstanding personal and academic achievements prepare them extremely well for the future. Systematic monitoring and support for teaching have established a precise focus on meeting pupils' needs. They are also accompanied by high, but realistic, expectations of all pupils which sustain their consistent progress through the school. The key strength of teaching evident in all classes is the extremely successful emphasis on learning for oneself, and with and from each other. The pupils really enjoy this way of learning. This was seen, for example, in Years 4 and 5 where older pupils were given responsibility for helping younger pupils to carry

out investigations of different habitats. Other typical strengths in teaching include sharp questioning, valuing pupils' ideas and responses and excellent use of resources, including outdoors. The teachers and their assistants make good use of audio-visual interactive whiteboards and desktop and laptop computers to extend pupils' enjoyment and attitudes to learning. Teachers give excellent oral feedback to pupils, and good written guidance with plentiful praise and regular information that shows pupils how to improve.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The pupils' great interest in their work and their warm empathy towards others reflect the high quality of the school's innovative curricular provision. Opportunities include outstanding extra-curricular and practical learning activities. Visits, to London, for example, and early morning sporting activities in the school's spacious grounds are enriched by the pupils' wholehearted commitment and contribute very successfully to the pupils' healthy lifestyles. Staff make full use of the school's excellent indoor and outdoor facilities to ensure that pupils learn enjoyably from 'first hand' practical enquiry. There are excellent opportunities for pupils to contribute fully to the school and local community. Close links with parents, families and the church bring significant enrichment by widening and supporting the learning opportunities provided for the pupils. For example, pupils' mathematical skills have been strengthened by parents' support of 'home learning games'. The curriculum also promotes the pupils' literacy, numeracy and ICT skills very effectively through topics which link subjects together. These include, for example, developing pupils' international and ecological awareness by considering global 'fair trade' issues.

### **Curriculum and other activities**

#### **Grade: 1**

Outstanding pastoral care is accompanied by equally effective academic guidance to ensure that pupils' personal and academic needs are fully met. Staff provide a consistent and successful balance in encouraging and valuing the pupils' efforts and in challenging them to take responsibility for their own learning and to give of their best in supporting each other. Pupils are fully involved in setting targets and in evaluating their work and have a very clear view of what they they need to do next to improve. Personal support is underpinned by clearly understood rules and high expectations of good manners, behaviour and effort. In response, pupils contribute really enthusiastically, either independently or, for example, as team entrepreneurs in Years 5 and 6 planning a 'Health Tuckshop Business'. Procedures for safeguarding pupils' well-being, including care for vulnerable pupils and those with learning difficulties and/or disabilities, are very secure.

### **Care, guidance and support**

#### **Grade: 1**

The headteacher has created a very effective leadership and management team, with clear roles and responsibilities at every level. This has been a key factor in raising the quality of teaching, the curriculum and subsequently pupils' achievement. Highly skilled senior staff and very capable governors work together as a team and use their skills to best effect in targeting the right priorities to sustain the momentum of improvement. Leaders and managers implement

well-considered assessment procedures, track pupils' progress diligently and set very challenging targets to ensure that all pupils build on previous learning. The accurate identification of pupils' needs, followed by timely and very effective intervention and support and the subsequent boost to pupils' progress reflect the excellence of the school's self-evaluation. As a result, there have been marked improvements in the performance of more able pupils in mathematics by the end of Year 2 and in the quality of pupils' writing and their independent learning skills across the school. These accomplishments also show the school's excellent capacity to build on its considerable achievements into the future. The school promotes community cohesion well. It successfully raises awareness of the school, local and international aspects of community, for example during the 'Global Awareness Week'. The school has established links with schools in more urban and ethnically mixed areas and takes part in national charities. However, it recognises that bringing the national aspect of community cohesion to the same high level is 'work in progress.'

## **Leadership and management**

**Grade: 1**



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Pupils

Inspection of Sutton Benger C of E Aided Primary School, Chippenham SN15 4RP

It was a privilege to visit your school, and thank you for welcoming us so warmly. We were very impressed by many things, but especially by your willingness and ability to work with each other. We have no hesitation in agreeing with you, and with almost all your parents, that Sutton Benger is an outstanding school.

These are the other main things we found:

- You make excellent progress because the teachers are very skilled at helping you to become very good at learning for yourselves and with each other. As a result, standards are much better than those found nationally.
- You really enjoy school and benefit from an excellent range of learning activities.
- You behave extremely well and make excellent contributions to school activities and to the local and wider communities.
- The staff take excellent care of you and keep you safe, including those of you with learning and individual needs. You respond enthusiastically and clearly understand how to keep safe and healthy.
- Your headteacher, senior staff and governors lead and manage the school extremely successfully.

Even the best of schools can improve and so we have asked your headteacher, staff and governors to work together to improve just one thing:

- Help you to develop a good understanding of Britain's multi-cultural society as you move up through the school.

The headteacher, staff and governors know what needs to be done to keep the school's strengths and to continue a journey of improvement. We believe that if you continue to work hard and give of your best, then you too will have played your part in helping to make your school even more successful.

Thank you again for your kind assistance and best wishes for the future.

Yours faithfully

Alex Baxter

Lead inspector