

Sutton Veny C of E Primary School

Inspection report

Unique Reference Number	126362
Local Authority	Wiltshire
Inspection number	293535
Inspection dates	12 July 2007
Reporting inspector	Don Mason

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	140
Appropriate authority	The governing body
Chair	Dr Eve McBride
Headteacher	Mrs C Folker
Date of previous school inspection	1–3 October 2001

School address	High Street Sutton Veny, Warminster Wiltshire BA12 7AP
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Telephone number	01985 840428
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Age group	4–11 yrs
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The pupils come from a range of social and economic backgrounds and almost all are from White British families. Their attainment on entry to school is broadly at the level expected for four-year-olds. However, this can vary significantly from year to year, as can the proportion of pupils with learning difficulties, which is also average overall. The school has received a number of awards including the 'Activemark', 'Healthy School Award' and 'International School Award'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school because it successfully combines high academic standards with a full and exciting curriculum and an intense concern for the personal development and well-being of every pupil. Pupils thoroughly enjoy coming to school and their outstanding personal development is reflected in the pride and maturity which they display when talking about their school. Parents, who play an important role in the daily life of the school, are highly appreciative of what the school has to offer. Many share the view of one parent that, 'This is a gem of a school to have on our doorstep'. Good teaching and interesting activities ensure that pupils in the Foundation Stage make good progress. Most meet or exceed the levels expected for their age in all areas of learning by the start of Year 1. This good progress continues in Years 1 and 2 and accelerates in Years 3 to 6 so that pupils reach standards that are well above average by the end of Year 6, representing outstanding achievement. Standards in science are improving but have not quite caught up with those in English and mathematics. The school is trialling a new system for assessing science to ensure that pupils in every year group make as much progress as possible and that this year's very good Year 6 test results are sustained.

The quality of teaching is outstanding, accounting for the exemplary progress made by the pupils. In every class, pupils are engrossed in their learning and there is an atmosphere of calm, purposeful endeavour. The work of teaching assistants, known as teaching partners, is a strength of the school, with the result that pupils with learning difficulties make as much progress as other pupils relative to their starting points. The curriculum is outstanding because it facilitates the school's desire to achieve high standards in the basic skills of literacy, numeracy and information and communication technology (ICT) whilst providing rich experiences in all the other subjects of the curriculum. The school's very good use of the local and wider environment, international links and long-established ANZAC connections are examples of many experiences which enrich the pupils' learning and enjoyment in, and out of, school. The care, support and guidance provided for pupils are outstanding. A very high level of pastoral care is matched by effective academic guidance. Pupils have a good understanding of their achievements and what they have to do to improve further. Pupils speak warmly about the adults in school, saying that they feel safe and secure because if a problem does occur, it is quickly sorted out.

The school's success is due, in large part, to the excellent, inspirational leadership of the headteacher supported by her deputy and assistant head, and the close teamwork of every adult in the school. As one subject leader said, 'I love leading my subject here because everyone is so co-operative and supportive'. The school has very clear, effective systems to monitor progress so that any pupil in danger of falling behind is quickly provided with appropriate support. The school is continually checking its performance to maintain its high standards and to see if there is a better way of doing things, ensuring that its capacity to improve even further is outstanding.

What the school should do to improve further

- Improve the assessment arrangements in science to ensure that pupils, in every year group, make as much progress as possible.

Achievement and standards

Grade: 1

Although children generally join the school with the expected levels of knowledge and skills for their age, their speech and language and writing is a general weakness. Good teaching and stimulating learning experiences, well matched to the ability of the children, ensure that they make good progress in Reception. Most reach, and some exceed, the expected levels by the beginning of Year 1. They make particularly good progress in language development. This good progress continues in Years 1 and 2. Building on this very secure foundation, the rate of progress accelerates rapidly in Years 3 to 6, with the result that standards are well above average in English, mathematics and science by the time pupils transfer to secondary school. This sets pupils up well for their future. However, standards in science still lag a little behind those in English and mathematics. Challenging targets, thorough checking of progress and effective intervention when necessary ensure that all pupils, including those with learning difficulties and those who join the school later in their primary education, do very well.

Personal development and well-being

Grade: 1

As one parent observed, pupils' outstanding personal development and well-being are reflected in 'the caring ethos of the school and how this shines through in the way all children treat each other with kindness and consideration'. Pupils' social, moral, spiritual and cultural development is excellent. The presence of language assistants in the school from a number of countries is one of many factors which enhance the pupils' knowledge of other cultures. Attendance is good and pupils' behaviour is exemplary. The school's positive approach to behaviour management is illustrated by the use of the school council to deal with pupils who were being too boisterous in the playground quiet area. Pupils were asked to design appropriate posters, which are now on display in the area.

During the week of the inspection the school's 'Healthy School Award' was re-validated, acknowledging the pupils' very good understanding of how to keep themselves safe and healthy. Activities such as the school council, fund-raising, class responsibilities, desk duty and productions enable the pupils to make a very good contribution to the school and wider community. In addition, the school has a museum related to the ANZAC War Graves in the churchyard adjacent to the school. Events relating to this have a profound impact on the pupils' empathy, spiritual development and awareness of others. The pupils' excellent progress in literacy, numeracy and ICT and the general enthusiasm for learning which the school promotes will serve them very well in their future lives and education.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding overall, with the result that pupils achieve very well and reach very high standards by the end of Year 6. Teaching is well planned and well matched to the needs of pupils, who report that 'teachers make the lessons interesting' and that the work provided is 'just about right, not too easy and not too hard'. In every class, pupils display positive attitudes to their learning and high levels of concentration. They listen attentively to their teachers and set to work on their activities with confidence and enthusiasm. The teaching of writing is a strength of the school. Pupils are enthusiastic writers because of the interesting activities provided and the thorough advice they receive about how to improve. The school recognises the need to continue its work to improve the assessment of science to ensure that pupils in all year groups make as much progress as possible. Teaching partners thrive on the responsibility they are given to develop an area of special expertise, to assess pupils and provide appropriate support, ensuring that the needs of pupils in danger of falling behind are effectively met. Good teaching in the Reception class ensures that pupils enter Year 1 with self-confidence and eagerness to learn.

Curriculum and other activities

Grade: 1

The curriculum has a very strong impact on the progress made by pupils of all abilities throughout the school. In the Reception class the curriculum is particularly successful in promoting the pupils' personal and social development, which enhances their readiness for learning. Whilst, throughout the school, there is a very effective focus on promoting reading, writing and numeracy skills, the pupils' enthusiasm is increased through the extensive range of exciting activities on offer. Teachers make effective links between subjects and use real events to promote learning. For example, Year 6 pupils were enthralled when studying the route of their sponsored walk on Ordnance Survey maps, thus enhancing their geographical skills. Provision for design and technology (DT), the issue for improvement from the last inspection, is very good and pupils are very enthusiastic about the subject. Year 6 recently reached the finals in a national DT competition. The attractive displays around the school are a testimony to the breadth and high quality of the work undertaken by the pupils. A very good range of sporting activities, visits, clubs, performances, arts weeks and weekly 'curriculum enrichment' afternoons promote pupils' learning and enjoyment. Lessons in personal, social and health education contribute to the pupils' very good understanding of how to keep themselves safe and healthy.

Care, guidance and support

Grade: 1

Pupils' high levels of self-confidence are partly the result of the excellent care, guidance and support provided for them. Their self-esteem is enhanced by positive

encouragement from the staff, awards, special assemblies and House competitions. Policies to promote pupils' safety, including child protection procedures, are secure, regularly reviewed and thoroughly monitored by governors. Excellent links with parents, carers and support agencies ensure that pupils' needs are well understood and provided for. High quality academic guidance in English and mathematics ensures that pupils understand their achievements and what they have to do to improve further. The quality of guidance provided for pupils in teachers' marking is exemplary overall. Pupils are set challenging targets and report that these help them to make progress in their work.

Leadership and management

Grade: 1

The leadership of the headteacher is inspirational. Her special skill is to make everyone feel valued, to give them responsibility and to provide them with the training and support necessary for them to be successful. The school makes very good use of teaching partners, parents, work-experience students, language assistants and graduate trainee teachers to enhance the opportunities available to the pupils. The skills of the effective deputy headteacher complement those of the headteacher very well and, together with a very conscientious staff team, they provide outstanding leadership. The school's self-evaluation is very good but, despite its many strengths, the school is not complacent about its success. It works closely with other schools and the 'Learning Network' to improve its performance. Governors provide very good support and appropriate challenge for the staff and play an effective role in helping the school to move forward.

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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness and efficiency of boarding provision	
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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 disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

¹ 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.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

13 July 2007

Dear Pupils

**Sutton Veny C of E Primary School, High Street, Sutton Veny, Wiltshire
BA12 7AP**

I really enjoyed my visit to your school in its delightful surroundings. Thank you for being so helpful and friendly and making me feel so welcome. You told me that you were proud of your school, as did your parents and the staff. So you should be, because Sutton Veny is an outstanding school of high quality.

The best things about your school are:

- You make very good progress in your work and standards are well above average at the end of Year 6.
- Your attendance is good. You behave very well in school and show high levels of concentration and perseverance.
- The teachers plan interesting lessons in all subjects of the curriculum.
- You enjoy the curriculum enrichment afternoons and show appreciation for the wealth of activities which the school provides for you.
- Adults in school take extremely good care of you and give you excellent advice about how to improve your work.
- Your headteacher knows how to get the best out of everyone. She and all the adults in school work extremely well together on your behalf.

What I have asked your school to do now

- Improve the way the school checks how well you are doing in science to make sure that you always make as much progress as possible.

You can help your teachers by continuing to work hard, behaving well and taking advantage of all the opportunities offered by school.

I wish you very well for the future.

Mr D Mason
Lead Inspector