

Sarratt Church of England Primary School

The Green, Sarratt, Rickmansworth WD3 6AS

Inspection dates 9–10 December 2015

Overall effectiveness **Good**

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| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Inadequate |

Summary of key findings for parents and pupils

This is a good school

- School leaders, including members of the interim executive board, have skilfully addressed the issues raised at the previous inspection with ambition and drive. Teaching and achievement have improved rapidly and are good.
- Pupils benefit from securely good teaching across subjects and year groups.
- Actions taken by leaders to improve teaching have improved the quality of provision in the early years and Year 1. As a result pupils are making good progress and standards have improved rapidly to be above those achieved nationally.
- Attainment in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2 is broadly in line with national expectations. Current progress information and pupils' work show that the school is on track to improve on these outcomes in 2016.
- Pupils are proud of their school, enjoy their lessons and behave with respect and care towards each other and the staff.
- Relationships between pupils and teachers are strong; as a result pupils enjoy school, take more risks in their learning, and work hard to succeed.

It is not yet an outstanding school because

- Teachers' planning does not always show enough ambition or challenge for lower and higher ability pupils. As a result the proportion of pupils making more than expected progress across the school is not high enough.
- Spelling and phonics (letters and the sounds that they make) are not taught well enough in all years at Key Stage 2.
- Teaching assistants do not always have the skills they need to best support the learning of pupils.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Continue to raise the expectations of teachers and improve the quality of teaching so that outcomes continue to improve by:
 - ensuring that teachers provide appropriate challenge so that all pupils, especially those of lower and higher abilities, increase their rate of progress
 - improving the questioning skills of teaching assistants so that they support the learning of pupils and encourage them to develop their own thinking whether in class, when working in small groups, or in one-to-one learning
 - developing a whole-school spelling strategy to ensure that the gaps in knowledge at Key Stage 2 are addressed and the phonics skills Key Stage 1 pupils are developing are built on in Key Stage 2.

Inspection judgements

Effectiveness of leadership and management is good

- The new headteacher's drive and commitment has succeeded in uniting the staff and creating a 'can do' ethos that has given teachers and subject leaders a belief in their own abilities. The school has an inclusive and supportive culture that encourages every pupil and teacher to be the best they can be.
- Leaders have established a sharp focus on raising standards and strengthening teaching. This is closely monitored and teachers collaborate to provide support for each other. They share their planning and ideas. Existing staff are motivated and keen to improve their practice; consequently teaching is improving strongly. Teachers benefit from opportunities to develop their skills through training that is tailored closely to their needs. Teachers new to the profession are supported well and rapidly develop their teaching skills. Judgements of teachers' effectiveness take full account of the progress pupils make in their lessons. Although plans are in place to develop the skills of teaching assistants and to hold them more accountable for the progress of the pupils they support, improvements so far are limited.
- Members of the interim executive board and the headteacher have evaluated the school's strengths and weaknesses accurately and know what needs to be done to ensure that pupils in all year groups make improved progress to further raise standards.
- Subject leaders are held fully to account for the quality of teaching and progress in their areas of responsibility. They plan the curriculum and provide training and support for all teachers in their subject areas and, as a result, there is more consistency in what pupils are taught and how they are taught. This means that there will be no gaps in their learning as they move through the school.
- The school's curriculum has been revised and improved to meet the requirements of the National Curriculum and, importantly, to reflect pupils' interests and experiences. Pupils are enthusiastic about their learning and are very keen to talk about the topics they are studying.
- The school uses the sport premium for primary schools effectively to increase the opportunities for pupils to participate in a wider range of sporting activities and competitive sport. Attendance at clubs is increasing as the variety of sports on offer is extended. A sports coach has been secured to challenge more-able pupils and also to motivate those who are less enthusiastic and less active in sport so that they develop a better understanding of its impact on their well-being.
- The school promotes fundamental British values strongly. For example, pupils have to win the votes of their peers to be on the school council. Pupils' social, moral, spiritual and cultural development is promoted effectively, preparing them positively for life in modern Britain.
- Parents are very supportive of the school and both the school's own recent parental survey and Ofsted's online survey Parent View showed that they are confident that their children are safe at school, are well taught and are making progress. Relationships are greatly improved since the previous inspection with, for example, parents volunteering their time to help with a gardening club. High parental attendance at the recent school fair, and the amount of money raised, indicates the vastly improved view of the school held by the local community.
- The local authority has provided substantial and effective support for the school and this has contributed to the improvements in teaching, the accuracy of assessment and the development of middle leaders. Working with partner schools has increased the confidence of teachers and subject leaders and provided external verification of the accuracy of teachers' assessments of how well pupils are doing.
- Pupils who have disabilities or special educational needs are well supported at the school. Since September, their needs have been more effectively identified and strategies put in place to ensure improved progress. These are already showing an impact on pupils' personal development and their learning.
- Pupil premium funding is used effectively to promote the well-being and achievement of all disadvantaged pupils. Pupils in Key Stage 1 who arrive with development behind that of their peers begin to catch up quickly. Very small pupil numbers make comparisons with their peers and with other pupils nationally unhelpful. The progress of disadvantaged pupils is very well monitored and interventions put in place that address the individual needs of the children well.
- **The governance of the school**
 - The interim executive board (IEB), set up after the previous inspection, is still in place and has very effectively driven the rapid improvements at the school. New governors have been elected recently and a clear plan to hand governance to a new local governing body by Easter is in place. The IEB has provided strong support and an equal level of challenge to the new headteacher. Minutes of IEB

meetings demonstrate that the school's progress in working towards its goals is measured and reviewed regularly. The IEB contributes effectively to the long-term planning for school improvement.

- The IEB monitors teaching, pupils' achievement and financial arrangements rigorously, and procedures are in place to assure members that the school meets statutory expectations.
- Safeguarding arrangements are effective because the headteacher and governors ensure that they are implemented and monitored rigorously. Staff are suitably trained in keeping pupils safe. All staff are up to date with the latest 'Prevent' and child protection training which ensures that teachers know how to keep children safe from exploitation and radicalisation.

Quality of teaching, learning and assessment **is good**

- The quality of teaching is good and still improving. Teachers provide interesting activities for pupils that engage and stimulate them. In particular, the teaching of mathematics is now more systematic and allows time for pupils to master new skills and practise applying them in different situations, which deepens their understanding of the concepts they are learning.
- The teaching of phonics has continued to improve. More pupils are reaching the expected standard in their work. Pupils reached standards above those attained nationally in the 2015 Year 1 phonics check. Good practice seen in the previous inspection has spread to other year groups in Key Stage 1 and Years 3 and 4 where phonics lessons now continue to support the improvement of reading and writing skills.
- The school's marking policy is clearly understood and used well by pupils because teachers use marking effectively to let them know what they need to do to improve their work. Pupils have time at the beginning of the day to make corrections or address any misconceptions from their previous learning before they move on. The 'soft start' to the school day, when pupils arrive and settle to work over a ten-minute period, allows all pupils time to reflect on their previous day's learning.
- Assessment, particularly in the early years and Year 1, is thorough and detailed. Where practice is strongest, it not only provides staff and parents with a very clear picture of how well each child is progressing, it is also used to inform planning to ensure that all children are challenged and so make good progress. Teachers match tasks closely to the abilities of pupils and use questioning to engage learners and make them think.
- Poorer quality of teaching in the past has affected the progress of some pupils, especially those currently in Years 4, 5 and 6. However, teachers are becoming more skilful at responding when gaps in knowledge stall learning. For example, in a Year 4 mathematics lesson on scaling up and down using multiplication and division, the teacher quickly realised that pupils were not secure in their understanding of how to use scaling. The teacher stopped the lesson and addressed the problem, enabling the majority of pupils to then successfully work individually on their tasks.
- The school has identified poor spelling as a barrier to pupils' making better progress to reach higher standards in writing. Teachers' approaches to teaching and correcting spelling vary, so pupils do not learn effective spelling strategies to help them improve their work. Additionally, older pupils at the school have not benefited from effective phonics teaching and this is preventing pupils of all abilities from achieving their best in their writing tasks.
- Teaching assistants too often simply help pupils to complete a task rather than encouraging them to think about their learning. This can slow progress and restrict the achievement of the pupils they work with in some lessons.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In class, pupils are able to work successfully on their own as well as with others. They show both perseverance and resilience in lessons when they are challenged by the work planned for them. When teachers give pupils the opportunity to apply what they have been taught and to work things out for themselves they increasingly build the skills necessary to be independent in their learning. They are keen to learn, enjoy homework tasks and speak highly of their teachers and their lessons.

- Pupils take on roles of responsibility with enthusiasm whether on the school council or as judges of which classroom is the tidiest and, therefore, the winner of the 'pink dustpan'. They value the leadership responsibilities they are given and take them very seriously.
- Pupils are encouraged to open their minds to different cultures, beliefs and lifestyles. Year 4 pupils were very much looking forward to visiting a local Hindu temple as well as learning about Christmas. Pupils were also exploring other traditions and celebrations that occur at this time of year.
- Pupils are well informed about how to stay safe outside of school and have the opportunity to learn about the risks they might face on the streets or from dangers such as cyber bullying and the internet. They also learn about healthy eating; pupils in Year 2 were studying food groups and designing healthy pizzas. To reinforce their learning, pupils then made their own pizzas and generously shared them with inspectors. They were able to explain what ingredients they had used and why they had chosen particular toppings.
- Learning displays in classrooms encourage pupils to develop independence, and reflection time built into the school day, as well as more challenge in lessons, is ensuring that pupils develop a better understanding of their learning and are more resilient when they face challenges.

Behaviour

- The behaviour of pupils is good. Pupils value the awarding of marbles for good work and do not want their 'pegs' moved down the board for poor behaviour. Inspectors saw how the reward system motivated pupils in class.
- The school environment is calm and purposeful, pupils are keen to learn and they appreciate the enthusiasm of their teachers. Learning is rarely interrupted by disruptive behaviour. Occasionally, when activities do not provide pupils with the right level of challenge they can become disengaged or lazy and so their learning slows.
- Pupils manage their own behaviour and conduct themselves well around school. At lunchtime when the playground can get crowded, older pupils look out for younger ones and look after them responsibly. Pupils told inspectors that there is no bullying in school. They have good relationships with staff and trust them to manage any poor behaviour that does occur.
- Attendance is good, well monitored and improving.

Outcomes for pupils

are good

- The most recent reported outcomes show that pupils' attainment at the expected levels in reading, writing and mathematics at the end of Year 2 and Year 6 is broadly in line with national outcomes. However, externally verified assessment information for pupils currently in the school shows that pupils in all year groups are making more accelerated progress this year. Work seen by inspectors in pupils' books, and in class, supports this picture of rapid improvement.
- The proportion of Year 1 pupils that met the expected standard in the phonics check was well above the national figure in 2015. Pupils read enthusiastically and with pleasure. They are encouraged to use their phonics knowledge extensively in Key Stage 1 lessons, ensuring that opportunities are not missed for them to improve their vocabulary, reading skills and writing. Nonetheless, the school has identified that the oldest pupils, who have not had the benefit of this teaching from an early age, have some difficulties in spelling words correctly so do not reach the standards they could in writing.
- The small numbers of disadvantaged pupils at the school make good progress. Disabled pupils and those who have special educational needs do well from very varied starting points. Much more effective provision that meets the individual needs of these pupils has been in place since September 2015 and is beginning to impact very positively on their progress.
- The school's focus on improving writing has ensured that pupils have far more opportunities to write at length. Teachers in Key Stage 2, especially in Years 4 and 5, are very effectively making up previous lost ground in pupils' learning which is due to weak teaching in the past.
- Not enough pupils make better than expected progress in reading, writing and mathematics by the end of Year 2 or Year 6. However, in 2015 there was a clear improvement in the proportion of pupils who made more than expected progress in mathematics. Higher-attaining pupils in Year 6 are benefiting from specialist mathematics and English teaching by teachers from a local secondary school and so are making good progress.
- Pupils in all year groups clearly enjoy their learning and are developing the perseverance and resilience to ensure that they are well prepared for the next stage in their education.

Early years provision

is good

- Teaching in the Reception class is at least good. Teachers have strong subject knowledge and use it to accurately assess children's starting points and plan the next steps of their learning. As a result children are well supported to make good progress.
- Leadership of the early years is strong and provides a broad and balanced curriculum that inspires curiosity. This enables children to make rapid progress in all areas of development. Leaders show a determination to improve outcomes even further. They have identified that more-able children need greater challenge through an extended range of opportunities to ensure that their rate of development does not slow.
- The environment, particularly inside, is stimulating and fosters interest in learning well. The outside area has improved considerably since the previous inspection and is effectively used. Plans are in place to develop this area further to match the quality of the indoor learning environment.
- Baseline assessments indicate that children arrive at school with broadly typical skills and abilities. Good teaching, well matched to their needs, helps them to quickly acquire new skills. In 2015, the proportion of children reaching a good level of development was above the national average and this prepares them well for work in Year 1.
- The children are happy and confident communicators. Language is rich and extensively used and children are encouraged to use their knowledge of phonics to sound out tricky words.
- Relationships between teachers, parents and the children are strong. The positive behaviour and attitude of the children contributes well to their progress. Parents are confident that their children are safe and say they enjoy school.
- Children's statutory welfare, safeguarding and safety needs are met fully. Staff are trained to the correct level for first aid. The safe learning environment enables children to take risks and have a go at activities they have not tried before.

School details

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| Unique reference number | 117404 |
| Local authority | Hertfordshire |
| Inspection number | 10005301 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 166 |
| Appropriate authority | Interim executive board |
| Chair | Carole Connelly |
| Headteacher | Pippa Bremner |
| Telephone number | 01923 262003 |
| Website | Sarratt.herts.sch.uk |
| Email address | admin@sarratt.herts.sch.uk |
| Date of previous inspection | 21–22 October 2014 |

Information about this school

- Sarratt Church of England Primary School is smaller than average with one mixed ability class in each year group.
- Almost all pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils to whom the pupil premium funding applies (additional government funding) is below average.
- The proportion of pupils who are disabled or who have special educational needs is below the national average.
- A new headteacher has been in post since September 2015.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- An interim executive board (IEB) which took over governance of the school after the previous inspection is still in place.

Information about this inspection

- The inspection began as a section 8 monitoring visit and converted to a full section 5 inspection before the end of the first day.
- Inspectors observed teaching in every class.
- Inspectors looked at samples of pupils' work, listened to pupils read and held discussions with the school council and other groups of pupils about their learning and experience of school.
- Inspectors scrutinised a range of documentation, including information about pupils' progress, attendance and behaviour, the school's self-evaluation and plans for future improvement as well as procedures for keeping pupils safe.
- Inspectors held meetings with the headteacher, other senior and subject leaders, members of the IEB and newly appointed shadow governors.
- Parents' views from a recent school survey and 45 responses to Ofsted's online questionnaire Parent View were taken into account.

Inspection team

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| Lesley Daniel, lead inspector | Ofsted Inspector |
| Maureen Okaye | Ofsted Inspector |
| David Wolfson | Ofsted Inspector |



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