



Sarratt C.E. Primary School

Inspection Report

Unique Reference Number 117404
Local Authority HERTFORDSHIRE
Inspection number 290821
Inspection dates 7–8 December 2006
Reporting inspector Paul Missin

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

Type of school	Primary	School address	The Green
School category	Voluntary controlled		Sarratt, Sarratt
Age range of pupils	4–11		Nr Rickmansworth, Hertfordshire WD3 6AS
Gender of pupils	Mixed	Telephone number	01923 262003
Number on roll (school)	164	Fax number	01923 262003
Appropriate authority	The governing body	Chair	Mr Simon Martin
		Headteacher	Mrs Christine Buck
Date of previous school inspection	6 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is smaller than most primary schools, but the number on roll has been increasing recently. Attainment on admission is average. The proportion of pupils with learning difficulties and disabilities is average and a below average proportion is eligible for free school meals. Almost all pupils have White British heritage and none is at an early stage of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with several outstanding features. The school has a deservedly high reputation locally and the number on roll has grown significantly in recent years. Parents recognise the school's strengths. One wrote, 'Sarratt School is a happy, caring place with a very positive and enthusiastic atmosphere'. These are just the qualities that make the headteacher's leadership outstanding. She has managed the growth of the school very sensitively and has maintained the strong ethos, which promotes and celebrates the achievements of pupils of all abilities.

The promotion of pupils' personal development is outstanding. Pupils of all abilities and aptitudes are welcomed and valued. As one parent noted, 'The school gives and earns huge respect from pupils and parents'. Pupils enjoy school and all that it offers. Pupils' commitment to learning is further encouraged by several very effective connections with the village which also develop their appreciation of community very well. Pupils are challenged to work hard and to achieve as well as they can in everything they do. Across the school, pupils make good progress in their learning. From an average level when they first begin school, pupils reach standards that are above average by the time they leave. Standards in Year 2 have been above average for several years. Standards in Year 6 have fluctuated more, but were also above average in 2004 and 2005. In 2006, standards were above average in reading, mathematics and science and average in English. Standards in English were only average overall because a small number of pupils did not reach the targets set for them in writing. The progress and achievement of more able pupils in science was outstanding.

Pupils achieve well because teaching across the school is good. Teachers show enthusiasm and skill in devising activities which interest and challenge pupils. Pupils show good attitudes and behaviour and they are committed to trying hard and doing their best. These strengths, and the excellent promotion of pupils' personal development, impact very positively on pupils' capacity and willingness to learn. Provision in the Foundation Stage is satisfactory and children make sound overall progress in their learning by the beginning of Year 1. They make good progress in developing their basic reading and writing skills because these are well planned for and developed systematically. Good attention is also given to the development of their personal and emotional skills. However, insufficient attention is given to investigating and exploring in other areas of learning.

The headteacher is well supported by the acting deputy headteacher. The school is aware that opportunities to give other senior leaders further whole school responsibilities are not yet fully developed. Assessment data is fully analysed and the school is quick to respond to any issues identified. Self-evaluation procedures are effective and the school is well placed to continue to improve. Governance is good and all stakeholders are involved well with the process of school improvement planning.

What the school should do to improve further

- Develop the leadership and management roles of senior teachers.

- Ensure that the structured approach to the teaching of reading and writing in the Reception class is extended to plan for the development of children's investigative skills in other areas of learning.

Achievement and standards

Grade: 2

Children in the Reception class settle quickly to school routines and make good progress in developing their reading, writing and personal skills. Progress in other areas of learning is satisfactory, but is an area for development. By the beginning of Year 1 children reach the expected standard. In recent years, standards have been above average across the school, except for a dip in English in Year 6 in 2006. Here, while standards in reading, mathematics and science were above average, those in writing were average. More able pupils achieve well across the school. The proportion reaching the higher Level 5 in science in Year 6 was exceptional. Data show that pupils make good progress between Year 2 and Year 6. Indications are that pupils in Year 2 and Year 6 are on track to reach their challenging targets for next year.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They have exceptionally good attitudes towards their work and behave very well: they enjoy coming to school and say that they find learning enjoyable. This is reflected in their good attendance. They enjoy very positive relationships with one another and with staff. Pupils make a very good contribution to the school and to the wider community. They take their responsibilities seriously as members of the school council and older pupils readily exercise initiative in helping around the school. The link with a school in Rwanda provides very real motivation for fundraising, as well as raising pupils' awareness about life in other parts of the world. Spiritual, moral, social and cultural development is outstanding. Lessons about healthy lifestyles have made pupils aware of the need to eat healthily, and their eagerness to take part in physical activity is evident in their success in sporting competitions with other schools. Pupils feel secure, demonstrate a clear understanding of how to stay safe and show a genuine consideration for others. The good progress that they make in acquiring basic skills of literacy, numeracy and information and communication technology (ICT), together with valuable personal qualities, prepares them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall because teachers have high expectations of what pupils can achieve. They set interesting and challenging activities for pupils to

follow. Pupils say how enjoyable they find learning and older pupils particularly like the opportunity to undertake a very good range of investigations in science. This impacts very well on the high standards achieved in this subject. Relationships are very good and teachers know their pupils very well and they carefully match activities to pupils' interests and abilities. Questioning is used well to check pupils' understanding and good opportunities are provided to develop their confidence in speaking and listening. This was clearly seen in a lesson with older pupils who were explaining their designs for a Christmas model to each other. Sometimes teachers do not make sufficient reference to the learning intended in the lesson.

Curriculum and other activities

Grade: 2

The school provides a range of learning experiences that are matched well to pupils' interests and needs. The curriculum for children in the Reception class is not yet fully effective because activities are not always planned sufficiently for children to develop their creativity and to learn by problem solving and investigation. Literacy and numeracy skills are promoted well throughout the school. Opportunities to develop writing skills in a range of subjects are particularly good. The school pays a great deal of attention to meeting the needs of individual pupils, whether these relate to particular gifts and talents or to learning difficulties. Parents praise the 'rounded and complete education' the school provides, saying that it 'adds value above and beyond the subjects children learn'. The curriculum is enriched by an exceptional range of educational visits and special events, as well as by the wealth of visitors to the school.

Care, guidance and support

Grade: 1

The school provides outstanding care, support and guidance. Pupils learn and grow in a very positive environment that is at once lively and stimulating but also calm and orderly. This contributes significantly to their outstanding personal development and to their good achievement. Parents are highly appreciative of the level of care provided and feel that they are kept very well informed. The school promotes health and safety effectively and makes sure pupils are suitably protected. It works closely with external agencies in supporting those with learning difficulties. Older pupils know their targets in literacy and numeracy and those in Year 6 are aware of what they need to do to reach the next level. The system for tracking pupils' progress is very thorough and enables senior managers to pick up quickly if a particular pupil needs additional help.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher's leadership is outstanding. She has ensured that the clear aims and the caring ethos of the school are shared with the whole staff team. One parent wrote, 'The staff and pupils really care for each other and the headteacher provides a fantastic role model.' She has the

confidence of parents and the popularity of the school has led to a more than doubling of its size since she was appointed. The school's procedures for checking the progress of individual pupils and for monitoring its overall effectiveness are good. Data are analysed well and prompt action is taken when necessary in order to maintain high standards. Teachers manage subjects effectively and, despite some recent staff changes, they contribute well to the progress which pupils make. However, the school recognises that senior teachers do not yet have sufficient whole school responsibility to support the school's leadership. Governors know the school's strengths and weaknesses and successfully act as its critical friend.

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

8 December, 2006

Dear Pupils,

Sarratt C.E. Primary School, The Green, Sarratt, Nr Rickmansworth, Hertfordshire

Thank you very much for your welcome when my colleague and I visited the school recently to see how well you were doing. You told us how much you liked coming to school and joining in with all the things that the school provides. We were very impressed at the way that you all took part so sensibly and enthusiastically in the Bring and Buy Sale while we were there. We hope that you raised a lot of money for the Shyogwe Trust in Uganda.

There were several aspects of the school which we thought were really good.

- You all have a very clear sense of belonging together in the school community.
- Most of you work hard and make good progress in your learning. Pupils in Year 6 do particularly well in science.
- Your headteacher and the staff know all of you very well and make sure that you are safe and well looked after.
- Your teachers are clever at finding interesting and challenging things for you to do.

There are a few things that we thought could be better.

- Children in the Reception class do not have enough opportunity to explore and find out things in different areas.
- Your senior teachers need to work more closely together to ensure that the whole school continues to get better.

We wish you well in the future.

Paul Missin

Lead inspector