

# Aylburton Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	115610
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	357785
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Paul Edwards

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>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Rutherford
<b>Headteacher</b>	Nikki Ford
<b>Date of previous school inspection</b>	11 March 2008
<b>School address</b>	Church Road Aylburton GL15 6DB
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed three teaching staff while visiting 10 lessons or parts of lessons. Meetings were held with representatives of the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including the school's self-evaluation, assessment and tracking information, the governing body minutes, arrangements for safeguarding, and pupils' work. Pupil and staff questionnaires were also scrutinised, along with 48 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by the more-able pupils in writing and mathematics in Key Stage 1.
- The progress made by the more-able pupils and those with special educational needs and/or disabilities in Key Stage 2.
- The pupils' awareness and understanding of different religions, cultures and backgrounds.

## Information about the school

Aylburton is a much smaller-than-average primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most of these pupils have mild learning difficulties. The Early Years Foundation Stage consists of a mixed- aged class of Year 1, 2 and Reception children.

The school has Healthy School status and has gained the ECO bronze and Activemark awards.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**2**

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

**2**

## Main findings

Aylburton provides a good education for its pupils. It has made good progress since the previous inspection and pupils now achieve well so that by the end of Year 6 their attainment is above average. Parents and carers are rightly pleased with the good care, guidance and support their children receive and the views of one are typical when commenting, 'I am happy that my child is very well looked after, yet being allowed to grow in confidence and awareness. Any issues, very few and far between, have been resolved quickly and effectively.'

Children make good progress in the Reception class and this progress continues throughout the rest of the school. There is no discernable difference in the progress made by boys and girls. Pupils of all abilities generally make good progress. However, there are occasions when there are missed opportunities to accelerate the learning of the most-able pupils more quickly. Pupils with special educational needs and/or disabilities make good progress, as do the very small number of pupils who are at an early stage of learning English as an additional language.

Teachers have good relationships with their pupils and this contributes to the good learning environment. Teachers have good subject knowledge and ensure pupils' involvement in lessons through good questioning. Pupils' work is marked regularly and systematically, although there are missed opportunities to inform them how they might improve their work. Occasionally, teachers provide the pupils with too much information, limiting the opportunity for them to find things out for themselves. The good quality of care and support provided for pupils ensures that all groups take a full part in all aspects of school life. Their enjoyment of school is seen in their above-average attendance and punctuality. Pupils enjoy a healthy lifestyle, showing a good knowledge of the foods to eat. They take part in many physical activities and particularly enjoy the sporting clubs and are looking forward to using the new indoor climbing equipment.

The school is effectively led by the headteacher, who is well supported by the governors. The headteacher has been effective in raising the leadership skills of other teachers and this ensures all staff are fully involved in monitoring pupils' learning. Self-evaluation is rigorous and there has been a clear and successful focus on improving the quality of teaching and raising standards. Tracking of pupils' progress is systematic and identifies clearly where there is any underachievement. There has been a focus on improving pupils' progress in mathematics and this has been successful.

Governors have produced a clear plan to promote community cohesion and the impact is seen in the strengths of the good local involvement by pupils. However, the leadership has not yet evaluated the impact of its plan on determining the pupils' awareness of people from other backgrounds in the United Kingdom, an area which it acknowledges is weaker than other aspects. The significant improvement in pupils' attainment, the curriculum and

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the quality of teaching demonstrate the school's good capacity to sustain further improvement.

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

- Accelerate the progress of more-able pupils over the next two terms by:
  - encouraging them to take more responsibility for their own learning
  - allowing pupils to move on to activities sooner and not always being required to listen to all of the teachers' introductions
  - ensuring marking of pupils' work identifies the next steps for learning when appropriate.
- Thoroughly evaluate the school's community cohesion plan and use the information to broaden pupils' awareness and understanding of people from other cultures, religions and backgrounds in the United Kingdom.

## Outcomes for individuals and groups of pupils

2

Children enter the school with skills and abilities that are similar to those expected for their age. However, the very small number of pupils entering the school each year means that there are considerable variations year on year. Lesson observations demonstrate children make good progress in the mixed-age Reception class so that they are well prepared to step up to Year 1 work. By the end of Year 6, pupils' attainment is above average in English, mathematics and science and they make good progress throughout the school. Pupils speak confidently and their reading skills are particularly strong. They use these skills well to read for enjoyment and to undertake research. Pupils make good use of computers for a range of applications. All groups of pupils progress well overall. However, there are occasions when the most able do not progress as rapidly as they could. Skills in writing improve well, the result of a clearly structured planning programme, introduced to address previous underachievement. For example, pupils in Years 4, 5 and 6 demonstrated good skills in writing about myths and legends using a writing frame to help them construct their story.

Pupils really enjoy school and they talk enthusiastically about the visits and clubs that make learning more interesting for them. Attendance rates have improved over the last three years so that it is now above those seen nationally. Pupils talk very knowledgeably about eating healthily and the importance of exercise and a high proportion participate in the good range of sporting activities on offer. The school council and ECO group play an important role in school life. They are particularly enthusiastic about saving energy and recycling and take the lead on this. Pupils take leading roles in village life, regularly singing for church and local events. They are very enthusiastic in their support for local and national charities and were looking forward to coming to school in pyjamas in support of a UNICEF project. They have a secure awareness of other religions and cultures but their knowledge of people from other backgrounds in the United Kingdom is less secure. Pupils' rapidly improving basic skills and their good social skills prepare them well for the next stage of their learning.

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*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers question pupils well, eliciting well-thought-out responses. In the best lessons teachers generate enthusiasm. For example, in a good Year 3 and 4 science lesson, pupils enjoyed finding out how the size of the pupil of the eye changed in size when subjected to different light conditions. The pace in this lesson was good and it engaged the pupils' interest because of the practical nature of the work. Teachers use assessment information to plan lessons well and there are clear learning objectives. Occasionally, teachers provide too much information and do not provide the most-able pupils with sufficiently challenging work soon enough in the lesson. There are missed opportunities to allow pupils to find things out for themselves through taking charge of their own investigations.

Pupils enjoy learning because they find the curriculum exciting and that visits add extra interest. For example, they enjoyed their visit to the Gloucester Folk Museum that provided them with an understanding of school life in Victorian times. French is taught throughout the school and a specialist teacher provides all pupils with music tuition. Pupils sing well, as was observed during their assembly. Residential visits for pupils in Years 5 and 6 add significantly to their social skills. Effective mentoring provides excellent guidance and support for those pupils who lack confidence or who are having learning, behavioural or emotional difficulties, enabling them to take a full part in all aspects of the curriculum and school life. There is detailed tracking and assessment of their needs, enabling the school to put in place an effective range of support.

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*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>2</b>

## How effective are leadership and management?

The headteacher has a clear understanding of the school's strengths and weaknesses and has worked effectively to address issues from the previous inspection. The senior staff have made effective use of a range of outside consultancy to improve pupils' attainment and improve the quality of teaching and learning. Middle leaders are now taking on more responsibility, having undertaken training to enhance their leadership skills. The leadership has carefully analysed the school's performance and correctly identified where improvements should be made. This has resulted in more systematic monitoring of the quality of teaching and improvements to the quality of planning. There is a good emphasis on ensuring all pupils have equality of opportunity. The headteacher is embedding ambition among the staff and they are improving their skills in evaluating and moderating pupils' learning. Safeguarding procedures are rigorous and implemented fully. Governors hold the school to account and challenge it effectively. Parents and carers are kept well informed about their children's progress and they support the school well. The governing body rightly acknowledges the need to fully implement and evaluate its plan to promote community cohesion to extend the pupils' awareness of the different backgrounds of people in this country.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers are rightly pleased with the start their children are given in the mixed-age class. Children settle quickly to work and rapidly gain in confidence. Work is planned effectively to meet the needs of all children in the class and children work and play happily alongside their older classmates. Children make good progress because staff provide a good range of activities and make good use of assessment information when planning work. There is a good balance of teacher-directed and child-chosen activities. However, limited outside space inhibits the free flow of activities and the school acknowledges the need to explore opportunities to extend children's experiences. The staff use a variety of learning strategies to stimulate the children's enthusiasm. For example, singing activities are used to good effect to stimulate children's learning. Children's speaking and listening skills develop well through use of the role-play area, currently a post office with children, serving classmate and adult staff customers. Teaching assistants provide good support for the children, encouraging them to participate and have a go. The Early Years Foundation Stage coordinator provides good leadership and manages the provision well.

*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	2



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Stage

## Views of parents and carers

A much higher-than-average proportion of parents and carers returned questionnaires during the inspection and they were overwhelmingly positive. All parents and carers responding to the questionnaire expressed their satisfaction with the care the school provided for their children. A very small minority had concerns over the progress their children were making. Inspectors found that pupils were making good progress overall but that on occasions, some more-able pupils could make better progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Aylburton Church of England 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	56	20	42	1	2	0	0
The school keeps my child safe	30	63	18	38	0	0	0	0
My school informs me about my child's progress	22	46	22	46	3	6	0	0
My child is making enough progress at this school	26	54	17	35	3	6	1	2
The teaching is good at this school	32	67	13	27	2	4	0	0
The school helps me to support my child's learning	24	50	20	42	2	4	0	0
The school helps my child to have a healthy lifestyle	26	54	22	46	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)	22	46	22	46	2	4	0	0
The school meets my child's particular needs	21	44	23	48	3	6	0	0
The school deals effectively with unacceptable behaviour	24	50	21	44	0	0	0	0
The school takes account of my suggestions and concerns	19	40	26	54	1	2	0	0
The school is led and managed effectively	23	48	23	48	1	2	0	0
Overall, I am happy with my child's experience at this school	29	60	17	35	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



4 February 2011

Dear Pupils

**Inspection of Aylburton Church of England Primary School, Lydney GL15 6DB**

Thank you very much for the welcome you gave us when we visited your school recently. We enjoyed talking to you and watching you work and play. I was very impressed with your singing in assembly and with that of the younger children during a lesson. I hope you continue to enjoy your singing. You are very polite, your behaviour is good and you work well with one another. You are keen to take responsibility and do much to support your school and the local community.

You are provided with a good education so that you attain standards that are above average by the end of Year 6. Children in the Reception class are provided with a good start and make good progress. The teachers work hard to ensure that all of you make good progress. Those of you who find learning a little difficult are given lots of support that helps you to do well. Occasionally, we think some of you who find work a little easy could do even better and we have asked the school to help you to do so. We have asked the teachers to give you more opportunities to find out things for yourselves and for them to tell you what will make your work better when marking your work. There are many interesting things for you to do and you have lots of visits and visitors that make your work more interesting. You understand the need to eat healthily and you are keen to take part in the sporting activities on offer. The staff look after you very well and you know how to keep safe. We have asked the school to help you understand the different backgrounds of people who live in the United Kingdom.

Those in charge of the school are working hard to make it better. You can help by telling your teachers if you find the work too easy.

Yours sincerely

Paul Edwards

Lead inspector

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