

# St Briavels Parochial Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115697
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	379128
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Joyce Cox

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Susan Young
<b>Headteacher</b>	Mandy Lloyd
<b>Date of previous school inspection</b>	9–10 June 2009
<b>School address</b>	High Street St Briavels Lydney Gloucestershire GL15 6TD
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	18–19 October 2011
<b>Inspection number</b>	379128

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## Introduction

This inspection was carried out by two additional inspectors who observed four teachers and visited eight lessons. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. Inspectors also analysed questionnaires returned by 39 parents and carers, 14 members of staff and 56 pupils.

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

- How effectively early language, writing and reading skills are developed in the Early Years Foundation Stage.
- Whether Key Stage 1 pupils make sufficient progress in reading, writing and mathematics.
- How successfully staff are improving pupils' progress in mathematics throughout the school.
- The apparently dynamic curriculum conveyed on the school's website.

## Information about the school

This smaller-than-average primary school serves its local village, although a significant minority of pupils come from outlying areas. There are four classes, and children in the Early Years Foundation Stage are taught in the Reception class. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is below average. The majority of pupils are from White British backgrounds with a very small proportion from minority ethnic families. No pupils are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than average.

In September 2010, the school entered into a formal collaborative partnership with another local primary school. The headteacher leads and manages both these small village schools and divides her time equally between the two settings.

There is an on-site pre-school setting called St Briavels Early Years which is managed by a committee of parents and carers and has a separate inspection.

**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?****1****The school's capacity for sustained improvement****1**

## Main findings

This is an outstanding school. Since the last inspection, when the school was judged to be effective in many areas, there has been an excellent focus on driving and embedding significant improvements. These improvements have been secured because school leaders, staff and the governing body have worked together effectively, under the determined leadership and direction of the headteacher. They have established rigorous procedures for self-evaluation and improved the provision so that pupils receive good teaching, an excellent curriculum and exemplary care, guidance and support. As a consequence, pupils' attainment has risen and is above average in mathematics and English by the time they leave Year 6. Children make an excellent start in the outstanding Early Years Foundation Stage and then make good progress through the rest of the school. Teaching is good and, in a small number of lessons, predominately in the Years 1 and 2 class, it is outstanding. Although the great majority of lessons are taught well, there are a few rare occasions when pupils are not as engaged as they might be. The school's excellent tracking system enables all staff to pinpoint the areas within subjects requiring improvement. Good progress in improving teaching and learning in mathematics has resulted in ensuring all pupils now achieve well. There is a current focus on improving standards of reading. Many strategies are being introduced, including pairing older pupils with younger ones as reading buddies. The older pupils are very keen and patient when sharing books but do not have sufficient guidelines to enable them to provide the maximum support.

Pupils' excellent behaviour and mature attitudes ensure an extremely positive school ethos. They make an outstanding contribution to the school community through the school council, by helping at lunchtimes, being house captains and organising charity events. The curriculum is exceptionally wide and varied, and makes an excellent contribution to pupils' enjoyment. Pupils themselves contribute to planning what they will learn and say that teachers make learning very exciting through interesting topics and excellent use of trips and visitors. Pupils' welfare is given the highest priority. Good attention is paid to supporting pupils with special educational needs and or/disabilities, which ensures that they are fully included in all aspects of school life and achieve well. Taking into consideration the rising trend in pupils' attainment and the effective planning for further improvements, the school demonstrates an excellent capacity for future improvement.

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

- Make sure that older pupils who support Reception children and infant pupils with their reading have very clear direction and written guidelines.

## Outcomes for individuals and groups of pupils

**1**

Most children enter the Early Years Foundation Stage with skill levels similar to those expected for their age. However, as there are only small numbers of children who start in the Reception class, trends in their initial standards are highly variable. Observations by inspectors and other evidence presented by the school confirm that pupils' attainment is above average in English and mathematics. Well-organised additional intervention programmes for pupils who find learning more difficult and those with special educational needs and/or disabilities ensure they also do well. In the large majority of lessons seen during the inspection, pupils were observed to be making good progress. For example, Year 5 and 6 pupils thoroughly enjoyed calculating and costing the ingredients they would need to make pottage and dyett bread for their Tudor banquet. Pupils acquire a range of exceptional personal and social skills that helps them develop into well-rounded individuals. In lessons, pupils show exceptionally positive attitudes to learning and high levels of perseverance. All pupils work very well together. Behaviour is excellent and all pupils say they feel extremely safe in school and are adamant that there is no bullying. A small number of pupils said that they felt that the football matches at break times were sometimes slightly over boisterous. Older pupils are very clear about internet and mobile phone dangers. Pupils have an outstanding awareness of the need for exercise, healthy food and drink, and good hygiene. They like, and eagerly participate in, the wide range of sports activities which the school provides. Over half of the pupils enjoy and benefit from the healthy school lunches which are cooked on the premises using locally sourced products. Pupils' spiritual, moral, social and cultural development is excellent and the 'values for life' programme enables pupils to understand and endeavour to use moral principles such as compassion.

Pupils' excellent personal skills, good attendance and their ability to apply their above-average academic skills ensure that they are prepared well for the next stage of their education and lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>2</b>
	2

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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	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>1</b>

**How effective is the provision?**

Teachers' good subject knowledge and high expectations ensure that many lessons are interesting and stimulating. Hence, pupils become engrossed and active learners. There are some significant areas of strength within teaching and learning. Where teaching is outstanding, planning is very detailed and pupils are exceptionally clear about what they are to learn in lessons and how they are to attempt tasks. Lessons move at a swift pace and pupils' interest and engagement are captured by interesting resources and stimuli. In the large majority of lessons, teachers make effective use of assessment information to plan learning activities which are a good match to pupils' various ages and abilities. Individuals, as well as groups of pupils who require further support, are swiftly identified and effective measures are put into place to meet their needs. There is a good balance between the teacher's and pupils' contributions. Teaching assistants are very skilled and provide good support to individuals and groups. Teachers use the interactive whiteboards confidently to support their teaching. Questioning strategies are used effectively to challenge pupils' thinking and to consolidate learning. The sharing of ideas with a 'talk partner' is a regular feature, helping pupils to develop their social skills and their ability to communicate with others. Older pupils are timetabled to assist younger pupils with their reading but they have limited guidelines or prompts to ensure they discuss specific reading vocabulary such as 'author' or encourage the younger pupils to look at initial sounds or to use their phonic (the sounds that letters make) ability in reading.

The school has developed a very successful and innovative curriculum. Highly effective links are made between subjects and pupils record their learning in very impressive, exceptionally well-presented big books. This excellent curriculum enables staff to build successfully on pupils' prior knowledge and skills and interests. For example, Year 3 and 4 pupils are currently fascinated with 'Banquets, Beheadings

<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

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and Boils'. They have found out about the plague and enjoyed making pottage for their Tudor banquet. An outstanding number of trips, clubs and visitors bring pupils' learning to life. Pupils receive exemplary care because each child is known and valued. Highly effective support for all pupils enables them to make the very best of all the opportunities provided by the school. Outstanding links with other schools and with a range of agencies help to achieve this. The daily breakfast club is run by friendly, smiling staff who ensure pupils receive a happy and healthy start to the day.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's outstanding leadership has been a key factor in creating an extremely well-motivated staff team who improve the outcomes for all pupils. Excellent systems are in place to underpin school self-evaluation which are used exceptionally well by staff. Senior leaders provide a relentless and effective focus on improving teaching to ensure pupils achieve as well as they possibly can. They are fully aware of any difference in progress and attainment of various groups of pupils. Through the use of early identification strategies and highly effective interventions, they have succeeded in narrowing the achievement gap. The outstanding support for pupils whose circumstances have made them potentially vulnerable show the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their difficulties. Staff ensure that they break down any barriers that might lead to gaps in their learning and achievement. The role of the governing body has improved significantly since the last inspection and governors now provide good challenge and support to the school. There is an outstanding partnership with parents and carers, who appreciate the dedication of all the staff. One parent writes, 'We have complete confidence in the staff and management. Everyone works above and beyond their roles to ensure the children have an exciting and stimulating day at school.'

Safeguarding policies and risk assessments are of an excellent quality and are constantly reviewed to ensure pupils' safety at all times. Community cohesion is promoted effectively within school and with the local community. The school has developed strong international links with European countries through the 'Comenius' project and has just succeeded in establishing a link with an inner city school so pupils can learn more about life for pupils in different parts of the United Kingdom.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Reception learning areas, both indoors and outdoors, provide a highly attractive and stimulating environment in which children make rapid progress in all areas of learning and development. Children can move freely between the outdoor and indoor learning areas, and high quality displays and activities, such as a large wooden pirate ship, provide constant excitement and enjoyment. Moreover, smiling staff act as excellent 'play and learning partners'. Adults are highly skilled at observing and assessing the children so they know precisely when to intervene and interact to extend and enhance children's language, learning and development. They are highly competent practitioners and skilfully enable children to confidently try new experiences and develop their independence. For instance, during the inspection, children who had only been in school for a short time were happily and confidently exploring many new experiences such as going on a 'welly walk' around the village and learning a kangaroo dance. Excellent leadership and management, outstanding teaching and sensitive care ensure that most children attain the expected levels for their age on entry to Year 1. More-able children exceed the expected levels. Adults promote children's language development and early reading and writing skills exceptionally well because they evaluate their planning daily and make detailed notes of children's achievements. An outstanding partnership is quickly formed with parents and carers who say they 'appreciate the exceptional level of care which staff take in getting to know each individual child'. Excellent liaison with the on-site pre-school means children have a very smooth and happy transition into school life.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	1



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Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Just under half of the families at the school responded to the questionnaire, which is an above average proportion. Virtually all the parents and carers who responded to the questionnaire are entirely supportive of the school. All stated that their children enjoy school and make enough progress. They all felt that the quality of teaching is good and the very large majority feel that the school deals well with unacceptable behaviour, keeps their children safe and are happy with their children's experiences at the school. Very few parents and carers raised any concerns. These were summarised and raised with the school without identifying any individual.

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

Ofsted invited all the registered parents and carers of pupils registered at St Brevials Parochial 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	77	9	23	0	0	0	0
The school keeps my child safe	34	87	4	10	1	3	0	0
The school informs me about my child's progress	18	46	19	49	2	5	0	0
My child is making enough progress at this school	15	38	24	62	0	0	0	0
The teaching is good at this school	30	77	9	23	0	0	0	0
The school helps me to support my child's learning	27	69	10	26	2	5	0	0
The school helps my child to have a healthy lifestyle	28	72	10	25	1	3	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)	27	69	11	28	1	3	0	0
The school meets my child's particular needs	29	74	9	23	1	3	0	0
The school deals effectively with unacceptable behaviour	28	72	10	25	0	0	1	3
The school takes account of my suggestions and concerns	19	49	17	43	1	3	1	3
The school is led and managed effectively	21	54	17	43	0	0	1	3
Overall, I am happy with my child's experience at this school	29	74	9	23	1	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



20 October 2011

Dear Pupils

**Inspection of St Briavels Parochial C of E Primary School, Lydney GL15 6TD**

We enjoyed visiting your school and I am writing to thank you for two very interesting days. We hope that the Key Stage 2 pupils enjoyed their Tudor banquet. We believe that you go to an outstanding school.

These are the things we found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and this helps you to make good progress.
- Your headteacher and staff lead and manage the school exceptionally well.
- Children in the Early Years Foundation Stage have an excellent start to school.
- You all enjoy learning very much and are given many exciting things to do.
- The adults keep you extremely safe in school.

We feel that, to make the school even better, it would be good if older pupils were given guidelines as to the best ways to support younger pupils with their reading.

You can all help by continuing to work hard and by keeping up your excellent standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox  
Lead inspector

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