

Bourton-on-the-Water Primary School

Inspection report

Unique Reference Number	115506
Local Authority	Gloucestershire
Inspection number	379085
Inspection dates	8–9 November 2011
Reporting inspector	Jane Neech HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Jane Pickup
Headteacher	John ap Robert Jones
Date of previous school inspection	20 May 2009
School address	School Hill Bourton-on-the-Water GL54 2AU
Telephone number	01451 820458
Fax number	01451 810224
Email address	head@bourton-on-the-water.gloucs.sch.uk

Age group	4–11
Inspection date(s)	8–9 November 2011
Inspection number	379085

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 16 lessons, covering all nine classes and all teachers. A number of lesson observations were done jointly with the headteacher. The team carried out learning walks which focused on behaviour, the curriculum and community cohesion. Inspectors had discussions with staff, pupils, governors, and parents and carers. They observed the school's work, and looked at documentation provided by the school, including records on pupils' progress and the plans for school improvement. The team considered responses to the inspection questionnaires that were received from 110 pupils, and 83 parents and carers.

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

- How well teaching challenges and assesses pupils' learning in English and mathematics so that pupils achieve as well as they can.
- How well the curriculum and wider opportunities support pupils' learning.
- How leaders and managers use assessment information to shape practice and raise achievement.
- How the school caters for pupils who join part-way through an academic year so they achieve as well as they can.

Information about the school

This is an average-size primary school. Pupils are drawn from Bourton-on-the-Water and beyond. The proportion of pupils known to be eligible for free school meals is approximately half the national average. The proportion of pupils with special educational needs and/or disabilities is higher than average for the size of the school. More pupils than average join the school part way through their primary education, particularly in Key Stage 2. The majority of pupils are White British. The school holds the Healthy School status and the Activemark. There is a separately managed breakfast and after-school club on site. The pre-school setting is situated on the school site. There are plans in place for the school to take over the running of the pre-school.

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

Bourton-on-the-Water is a good school. One parent and carer summed up the views of many by saying that, as a result of the good leadership and harmonious staff team, their children enjoy learning and 'feel confident in themselves'. Children get a good start and progress well in the Reception Year. By the time pupils reach the end of Key Stage 2, their performance in English and mathematics is above average. This represents good progress from their starting points. The needs of pupils who join part way through an academic year are quickly identified. As a result, they make good progress and achieve well.

The school has a good capacity to accelerate improvement across all aspects of its work because of:

- the good teaching and use of assessment
- the strong pastoral care
- the effective curriculum
- the self-evaluation procedures which have ensured the school has a clear understanding of its strengths and weaknesses
- the drive and ambition of leaders at all levels, including governors, to improve performance
- the strong partnership with parents and carers.

The involvement of all staff and governors in evaluating strengths and weaknesses of school performance is effective. Staff are involved in analysing and using data to track pupils' performance well. Teaching is good. Consequently, the majority of pupils, including those with special educational needs and/or disabilities, make good progress in lessons, as seen during the inspection. This is because teachers have developed a consistent approach to the good use of assessment in lessons. Added to this, support given to those pupils who may be potentially vulnerable or at risk of falling behind in their work is timely and well targeted. Occasionally, in a few Key Stage 1 literacy lessons, the pace of learning slows. Consequently, some pupils make less progress, particularly in writing and applying their knowledge of the sounds letters make when spelling and reading, because tasks planned by teachers are either too hard or too easy.

Changes to the curriculum mean that pupils say the curriculum is interesting. Parents and carers report that their children are keen to continue learning at home, such as researching information for topics. The effective relationships that exist within the school community and high expectations from staff underpin pupils' positive attitudes

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

to learning. A strong feature, resulting from the good care afforded pupils, is the emphasis the school places on moral and social values. As a result, pupils treat one another and all adults in the school community with friendly respect. Consequently, behaviour is consistently good and pupils' attendance is high. Parents and carers are complimentary about the quality of information they receive on their children's progress and the way in which they are prepared for the next step in their education.

Since the last inspection the robust leadership and management has promoted the contribution of middle leaders. They now play a key role in continuing to raise school performance. This, together with the improved assessment systems, means that the school has a good capacity to make further improvements.

What does the school need to do to improve further?

- By July 2012, ensure the progress for pupils in Key Stage 1 in writing and learning the sounds letters make for reading and spelling is consistently good in lessons by:
 - planning tasks which cover new work and challenge pupils' thinking
 - breaking down tasks into very small steps to help pupils move forward in their learning
 - moving the learning for all pupils along at a good pace.

Outcomes for individuals and groups of pupils

2

When children start in Reception what they can do varies between individuals, but on the whole is typical for their age. Children make good progress at this stage and by the end of their first year in school they are well prepared for Key Stage 1. Pupils talk about their targets for English and mathematics. For example, in Year 2 pupils report they are working on punctuation and capital letters to improve their written work. In a literacy lesson observed, pupils quickly moved forward in their knowledge of the sounds letters make to work out unfamiliar words. However, this is not the case for all pupils in Key Stage 1. Some groups and individuals make satisfactory progress. The pace of learning in some literacy lessons slows because pupils do not understand the task or it is too easy to challenge higher achieving pupils.

As pupils move through Key Stage 2, progress in English and mathematics accelerates. Pupils produce high quality work in these lessons and overall they achieve well. Pupils in Year 6 enthusiastically discuss solutions to mathematical problems, showing how they are applying their knowledge of multiplication. In English, pupils confidently use complex vocabulary when talking and spelling words accurately in extended sentences. Pupils with special educational needs and/or disabilities produce work of a good or better standard. Results in national tests show that they perform better than national expectations. School tracking shows that, for the current Year 5 and Year 6, any small gaps in achievement for different groups of pupils continue to narrow. Pupils enjoy their learning, want to do well and try hard to succeed. These positive attitudes, together with high attendance, mean that pupils

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

are well prepared for their next step in education.

Pupils feel safe at school. They are knowledgeable about a wide range of safety issues, including internet safety. Pupils get on well with each other in lessons and at playtimes. They report that lessons are rarely disrupted by poor behaviour and any incidents at break times are dealt with swiftly. Pupils have a good knowledge of what contributes to a healthy lifestyle and this is well supported by school activities, and reflected in the school’s awards for health and sport. Pupils have good opportunities to learn about business and enterprise. The effective school council leads the way in the pupils’ contribution to the local community. For example, pupils plan and organise their involvement in the local horticultural event. In this way, pupils are developing decision-making skills.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

There are some strong aspects in the quality of the school’s provision, for example the good and outstanding teaching of English and mathematics in Key Stage 2 observed during the inspection. This confirms the school’s view of lessons and explains pupils’ good progress. Interventions in Key Stage 2 for pupils with special educational needs and/or difficulties are particularly effective. The work of support staff makes a valuable contribution to their progress. The good care and guidance given to pupils who join part way through an academic year promotes their learning and personal development well. The way in which the curriculum themes weave in the school’s ethos of care and respect is very effective. Consequently, the quality of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

guidance offered to pupils for their personal development is consistently good.

Staff plan work that mostly takes account of how pupils have done in previous lessons and the range of ability in each class. Teachers mark pupils’ work carefully and give helpful pointers to improvement. The best marking analyses pupils’ work in detail so they know how successful they have been. The whole-school review of the marking policy has meant ways of marking are consistent across the school and appropriate to the age of the pupils. Routines are consistent across the classes. For instance, all teachers use the same terminology to refer to the learning objectives for lessons and pupils’ targets. As a result, pupils are ambitious to move to the next level in their learning. Working walls in the classroom, such as for letter sounds, support pupils’ learning well. For example, in a lesson focusing on the sounds letters make, pupils confidently contributed new examples, by referring to the working wall, without prompts from the teacher. Occasionally, some younger pupils make slower progress in literacy because work is not always sharply matched to their abilities.

The most effective teaching makes learning fun and challenges pupils to think in depth. Teachers use different methods for questioning pupils, for example tailoring questions at an individual level, which keeps everyone on their toes. The best lessons are characterised by a shared enjoyment of the pursuit of new learning and pleasure in achievement.

The curriculum covers all that is required well. It is enhanced by visits out of school and visitors in. The locality is used well, such as the youngest children applying their understanding of counting money through a visit to a local shop. Over the year, the school offers extra-curricular clubs that cater for a wide range of pupils’ interests. The school choir has extensive membership and contributes well to pupils’ cultural and musical development. The provision for physical education is enhanced by the school’s involvement in sports activities with other schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have promoted a culture of equal opportunity successfully. They have improved the quality of teaching and learning by focusing on a whole-school consistent approach to the use of assessment. In this way, the school has demonstrated an ambitious drive to ensure all pupils have an equal chance to achieve as well as they can. Subject leadership is good. School leaders have

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

supported English and mathematics leaders successfully in achieving a higher profile in leading their subjects.

The school reviews performance data to set challenging targets, and is confident pupils will continue to achieve well. A strength in the staff team is the regular dialogue relating to pupils’ continuing progress. This means that parents and carers are well informed about their children’s progress. Decisions about where to place additional support are underpinned by a careful review of the progress pupils are making. The school has good relationships with a range of partners and these widen pupils’ horizons, such as artists in residence working with youngsters to produce colourful wall murals depicting aspects of the locality. Consequently, from a rich curriculum, including national and international themes, youngsters from different families get on extremely well with one another. Community cohesion is good.

The governing body has a precise understanding of the strengths of the school. They are well informed about the progress made in addressing the school’s priorities through the headteacher’s reports. The governing body has made a good contribution to the school’s improvement and continues to balance challenge and support well. It has a clear vision for its future and makes an informed and purposeful contribution to development planning. The school integrates issues related to safety into the curriculum so that pupils have a strong understanding of how to keep themselves safe. In this way the governing body has ensured that the requirements for safeguarding pupils are met well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage settle into school life quickly. They

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

understand classroom routines and have good relationships with adults. They make friends and learn happily, both indoors and outside. They apply their developing literacy and communication skills well. For example, in a very effective session observed, two youngsters were being the teachers, taking the register and writing the names of the children present. This was followed by one ‘young teacher’ reading a book to her friends. Out of doors in the forest area, children enthusiastically work together to make homes from natural materials for a teddy.

Staff are sensitive to children as individuals and promote their well-being and learning well. The classroom and outdoor area offer a lively and welcoming environment for learning. Children initiate their own learning. Youngsters, acting as pirates, organise themselves on an adventure and talk about the maps they have drawn to locate treasure. This means that children choose eagerly from a range of worthwhile activities which promote communication, language and literacy, knowledge and understanding of the world, creative development and problem solving.

The good leadership of the Early Years Foundation Stage means that staff constantly review children’s learning opportunities and are skilled in using assessment to plan new activities. Consequently, children achieve well. Partnerships with other professionals are strong and set to build on the current effective transition arrangements when the school takes over the management of the pre-school setting on site.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 Stage	2

Views of parents and carers

Approximately one third of parents and carers responded to the questionnaire. Parents and carers have a positive view of the school and believe it serves their children well. Those who wrote to the inspector praised the care, guidance and support provided for their children and how much their children enjoyed coming to school. The inspection confirmed these aspects of the school’s work are good.

Parents and carers overwhelmingly consider staff to be approachable. While the vast majority of parents and carers viewed communication as excellent, a very small minority felt that there were a few minor inconsistencies, including, for example, the feedback from teachers on homework and the changing expectations as pupils move into a new key stage. The inspection evidence confirmed parents’ and carers’ views

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

of communication as good and the school is aware of the few issues raised.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bourton-on-the-Water 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	64	25	30	3	4	0	0
The school keeps my child safe	54	65	28	34	1	1	0	0
The school informs me about my child’s progress	38	46	40	48	2	2	1	1
My child is making enough progress at this school	40	48	38	46	2	2	1	1
The teaching is good at this school	51	61	30	36	0	0	0	0
The school helps me to support my child’s learning	50	60	30	36	0	0	2	2
The school helps my child to have a healthy lifestyle	49	59	30	36	2	2	1	1
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)	44	53	27	33	0	0	0	0
The school meets my child’s particular needs	41	49	36	43	1	1	1	1
The school deals effectively with unacceptable behaviour	36	43	35	42	3	4	2	2
The school takes account of my suggestions and concerns	35	42	39	47	1	1	2	2
The school is led and managed effectively	43	52	33	40	2	2	0	0
Overall, I am happy with my child’s experience at this school	57	69	23	28	1	1	1	1

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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 November 2011

Dear Pupils

Inspection of Bourton-on-the-Water Primary School, Bourton-on-the-Water, GL54 2AU

Thank you for welcoming the inspection team on our recent visit. We came to see how well you are all learning. We enjoyed our two days at your happy, friendly school. Thank you for talking to us about your work and what it is like to be a pupil at your school. This letter is to tell you what we found out.

You, your parents and carers, and Mr Jones told us that Bourton-on-the-Water is a good school and you are right, it is. You are taught well and you make good progress in English and mathematics. Occasionally, a few of you in Key Stage 1 make slower progress in literacy.

The adults take good care of you. They help you to grow up well, to learn how to keep healthy and safe and to care for each other. You enjoy your lessons and come to school very regularly and so your attendance is very good. We were impressed by the range of clubs and extra-curricular activities like gardening and sports clubs.

Mr Jones, and the staff, and the school's governors all want to make your school even better. We have suggested that in Key Stage 1 they focus on:

- helping you move more quickly through learning the sounds letters make for reading and spelling
- planning more lessons which challenge you to learn new things when writing
- supporting you with small steps when learning is more difficult
- making sure all the activities planned keep you very busy in lessons.

For you, the most important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people.

You have all our best wishes for the future.

Yours sincerely

Jane Neech
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**