

Aylburton Church of England Primary School

Church Road, Aylburton, GL15 6DB

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. Since the executive headteacher joined the school in January 2013, she has made a big impact in all areas, and has used the partnership with another local primary school effectively to move the school forward.
- Pupils' experience in lessons is good, as teachers use data effectively to plan. As a result teaching is good and pupils make good progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because leaders and teachers check how well pupils are doing to make sure none is falling behind.
- The curriculum uses topics to enhance pupils' literacy and numeracy skills across different subject areas.
- Behaviour and safety are good. Pupils enjoy school and feel safe.
- The executive headteacher, staff and governors strive for ways to secure the best possible outcomes for all pupils.
- Parents are happy with the school and find the staff very approachable. They say they like the 'open door policy' if they need to come in and discuss their child.
- Children have a good experience in the Early Years Foundation Stage to help prepare them for the start of Key Stage 1.

It is not yet an outstanding school because

- Pupils do not have enough opportunity to learn independently. At times there is not enough challenge for more-able pupils.
- Teachers' marking does not consistently provide enough information about how pupils need to reach their targets in literacy.
- Teachers do not make effective enough use of teaching assistants to boost the support given to pupils in class or in small groups outside the classroom.

Information about this inspection

- The inspector observed nine lessons or part-lessons taught by four teachers. All of these were observed jointly with members of the school's leadership team. In addition, the inspector observed a number of small groups of pupils taught by teaching assistants.
- The inspector also watched two school assemblies.
- The inspector heard children read from Years 2 and 6 and looked at pupils' workbooks, as well as holding meetings with groups of pupils including members of the school council.
- The inspector spoke to six school governors, a representative of the local authority and school staff including senior and other leaders.
- The inspector looked at a number of documents, including school improvement plans, the school's tracking data on pupils' progress in all classes, the use of pupil-premium funding and records relating to behaviour, attendance and safeguarding children.
- Questionnaires were analysed from seven members of staff.
- The inspector took account of the responses of 25 parents to the online Parent View questionnaire during the inspection, and considered letters from parents. The start of the day was also used to talk to parents.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Aylburton Church of England Primary School is smaller than the average-sized primary school.
- The executive headteacher of Aylburton Church of England Primary School and Lydney Church of England Community School (voluntary controlled), has used the partnership effectively with plans to create a federation between the two schools in 2014.
- Pupils are taught in three mixed-age classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average and those supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium, which provides additional funding for groups such as pupils known to be eligible for free school meals or those in local authority care, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of recent awards including Healthy Schools Plus, Sing up – Gold Award, Statutory Inspection of Anglican Schools outstanding.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all pupils, including the most able, make rapid and sustained progress by:
 - providing more opportunities for pupils to be actively and independently involved in their own learning
 - increasing the levels of challenge for all pupils, especially the more able
 - increasing the guidance in marking, so that pupils are clear on what the next steps are they need to take to reach their targets in literacy.
- Make better use of teaching assistants to provide well-focused tasks appropriate to pupils' needs both in class and in small groups outside the classroom.

Inspection judgements

The achievement of pupils is good

- The small numbers of pupils in each year group mean comparisons with national averages are not reliable. Careful consideration and evaluation of individual progress show that pupils achieve well.
- Pupils across the school make good progress, rising in Key Stage 2. The progress is most rapid in those lessons where pupils have the opportunity to apply their skills and activities are adapted to the needs of the individual child. Pupils say they enjoy challenging work when it is given to them and would like more.
- Pupils make good progress from their varying starting points; children join the school with skills below the expected level for their age. As a result of a positive classroom environment in Reception, working alongside older children and good teaching, children are more confident and better prepared to start Key Stage 1.
- In 2013 attainment in English and mathematics at the end of Key Stage 2 was average, with more girls doing better, particularly in mathematics and reading.
- Effective systems for checking all pupils' progress are used across the school by both leaders and class teachers. Pupils currently in Year 6 have made good progress year-on-year and are on course to achieve above-average standards, especially in mathematics and reading.
- Disabled pupils and those who have special educational needs make good progress because teachers plan tasks that are well suited to their needs.
- The small proportion of pupils eligible for pupil-premium funding makes similar progress to their peers. The success of this support means that there is no attainment gap between eligible pupils in English and mathematics and other pupils in the school.
- Where progress is best, pupils have opportunities to try out new ideas and assess their ideas. This was seen in a Years 3 and 4 class on weighing and estimating. Pupils had the opportunity to weigh a wide range of fruit and vegetables and develop their mathematical vocabulary when explaining the differences between the items.
- Pupils read well and enjoy reading. They use their knowledge of phonics (the sounds that letters make) well to help them read new words. Pupils particularly in Year 6 use their knowledge well and adjust their reading to capture people's interest.
- The curriculum provides additional opportunities for pupils to develop their literacy skills in a variety of different forms, for example through report writing.

The quality of teaching is good

- During the inspection, most of the teaching seen was good, which matched the school's records. This good teaching is reflected in the good progress made by pupils.
- Teaching is generally well organised. Teachers use assessments to plan their lessons in line with the different age and ability ranges present within the class. As a result, pupils enjoy their lessons and are keen to learn.
- In some teaching there is evidence of challenge, which the children enjoy. This was evident in a literacy lesson when the class was involved in a piece of persuasive writing to convince a rich Tudor person to employ them, as part of their Tudor project.
- Teachers' questioning is open-ended and adjusted for individual pupils to deepen their thinking. Pupils are encouraged to talk to each other to share their ideas and in turn develop a greater understanding.
- In a few lessons, teaching is less effective and some pupils make slower progress. This is usually because the more able are not always given the opportunity to deepen their understanding and work more independently. This in turn reduces the opportunities for pupils to understand what they need to do to improve.

- Pupils learn rapidly when they are active in their learning. An example of this was seen in a Years 3 and 4 religious education lesson based on parables and the foundations of Christian beliefs. Activities included building structures to show the importance of a firm foundation. Pupils enjoyed the activity and could clearly make the link between the activity and Christian values.
- Effective teaching in the Early Years Foundation Stage provides children with engaging learning in the recently refurbished indoor area. Children in Reception benefit from the mixed-age sessions with older pupils.
- Pupils have good relationships with their teachers. They work well together and want to discuss next steps to improve their work even further.
- There is inconsistency in teachers' marking. Marking is not as effective in literacy as it does not always provide the next steps pupils need to take to reach their targets.
- The school is working hard to improve the skills of teaching assistants to make sure they can support pupils well both within small groups and within the whole-class situation. This has included recent training and work with teachers and teaching assistants across the partnership.

The behaviour and safety of pupils are good

- Pupils settle into the school well. One pupil told the inspector that she had recently moved to the school and she has made many new friends and is very happy.
- Behaviour around the school is good. Pupils are polite, thoughtful and welcoming. Pupils say behaviour is now better than it was a few years ago.
- Pupils work well in class and with each other, especially when the teaching is good. However, some lose interest if not actively involved, for example sitting on the carpet for too long at the start of a lesson.
- Pupils feel safe in the school and understand about the different types of bullying, including cyber bullying, and are aware of who to talk to if they have any concerns. They say that any poor behaviour is dealt with effectively. Pupils are aware of how to keep themselves safe when using computers and the internet.
- The school runs friendship sessions for some pupils who find it more difficult to integrate or play with other children. The sessions are sensitively managed to provide pupils with the opportunity to discuss any concerns they may have, as well as a chance to build confidence and self-esteem.
- There is strong spiritual, moral, social and cultural development and it is having a positive impact on pupils' behaviour. Pupils have good attitudes, supporting each other, and are willing to take on responsibility. Some of the older children act as 'playground pals' at breaks and lunchtimes. This is a good example of how the school helps to prepare children for future life. Links to the community include a range of fund-raising activities that also broaden pupils' understanding of the wider world and working together.
- The school employs a family support worker who works across the partnership. There is evidence of her impact with attendance rates improving as well as the school tightening procedures such as those to avoid families taking term-time holidays. Attendance is now closer to the national average.
- Most parents report that they believe behaviour is good in the school. A few expressed concerns about behaviour and how incidents of bullying are managed. However, these were not borne out during the inspection.

The leadership and management are good

- Aylburton Church of England Primary School's partnership with Lydney Church of England Community Primary School has provided both schools with the opportunity to plan together and share experiences with a single leadership team working across both schools.
- Both senior and other leaders are aware of the importance of raising standards in the school through consistency and effective teaching. Pupils' progress is tracked well using a system that all teachers and leaders feel confident to use when planning lessons.

- The school leaders' clear strategic thinking arises out of a strong determination to improve outcomes for pupils. This is supported by an accurate view of how well the school is doing with well-considered priorities that lead to ambitious targets for both staff and pupils. This document has been produced with the support from the governing body.
- The way the curriculum is organised in topics provides a range of opportunities for all pupils including disabled pupils and those who have special educational needs. The topics engage the pupils really well, providing them with rich and varied opportunities to develop their literacy and numeracy skills across different subject areas. Primary school sport funding will be used to invest in an additional sports coach to promote physical education across the partnership to train and develop the confidence of teachers and teaching assistants so that they can teach quality physical education and sports lessons.
- The headteacher and governors speak very highly of the excellent support received from the local authority. This has included the training of both staff and governors as well working across and enhancing the partnership.
- An effective programme to manage the performance of staff includes setting challenging objectives. The targets link to plans for improvement and individual responsibilities. Staff at different stages of their careers are able to improve their teaching expertise, as well as taking on additional responsibilities as they arise across the partnership. Governors are kept informed about this process.
- **The governance of the school:**
 - The governing body works in close partnership with the headteacher in setting the priorities and direction for the school and has a clear understanding of the school's strengths and areas for development, particularly making sure there is more outstanding teaching. The governing body is clear on the targets for the school and how these can be met. This includes the use of data and how it informs teachers' planning to improve progress in all classes and by asking more challenging questions. Governors visit the school regularly to meet pupils and staff. They make sure that statutory responsibilities are met, such as safeguarding requirements. Governors have a good understanding of the school finances, in particular the pupil premium and how this has been used to raise the standards of these pupils. Governors are clear on the importance of managing teachers' performance and the implementation of the national 'Teachers' Standards' in relation to tackling any underperformance and the impact on salary progression.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115610
Local authority	Gloucestershire
Inspection number	426850

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Claire Bloomfield
Headteacher	Rachel Dare (executive headteacher)
Date of previous school inspection	2–3 February 2011
Telephone number	01594 842 426
Fax number	01594 844 992
Email address	admin@aylburton.gloucs.sck.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2013

