

Bibury Church of England Primary School

Bibury, Cirencester, Gloucestershire, GL7 5NR

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teachers do not always have sufficiently high expectations of what pupils can achieve. Teachers do not check what pupils have learnt and what they need to learn next during lessons.
- The most able pupils do not achieve as well as they should. Not enough work is demanded of them in all lessons.
- Pupils' spelling and grammar are not strong and this affects how well they achieve in their writing. There are gaps in some pupils' mathematical knowledge that have not yet been identified and tackled. Provision for children in the early years requires improvement. Children have too few opportunities to choose their own activities.

The school has the following strengths:

- School leaders have identified exactly what needs to be done to improve the quality of teaching and pupils' achievement. They have put in place effective measures to rapidly improve teaching.
- Governors are now well informed and support the new headteacher well. They understand the progress that pupils are making and this enables them to challenge leaders effectively.
- Pupils' behaviour is good. Pupils are caring, courteous and considerate. They concentrate well in lessons and are keen to complete their tasks.
- There are good systems for keeping pupils safe. Pupils appreciate these and are confident that they are safe and bullying does not happen in school. As one pupil put it, 'Friendships are strong and we are kind to each other.'

Information about this inspection

- The inspector visited five lessons, four of these jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and vice chair, and a representative from the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school days and analysed the results of the 40 responses to Parent View, Ofsted's online survey. He also took into account the views of two parents or carers who contacted the Inspection Service Provider.
- The inspector observed the school's work and looked at its self-evaluation, development planning and policies and procedures, including those relating to pupils' safety.
- The inspector evaluated the school's information on the progress that pupils are making and scrutinised the work in their books.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Bibury Church of England Primary School is much smaller than the average-size primary school. There are two classes: one for the pupils in Years 3, 4, 5 and 6 and one for those in Reception and Years 1 and 2. Children in the early years all attend full time.
- Very few pupils are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) which is well below average. There are currently no children looked after by the local authority.
- Most pupils are from White British backgrounds. The remainder are from a variety of minority ethnic groups. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is about one in 10, which is below the national average.
- A greater number of pupils than average join or leave the school at times other than the usual starting or leaving points.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up post in April 2014. The Key Stage 2 class has had disruption to their teaching with different teachers in each of the last three terms. However, a permanent teacher was appointed from January 2015.
- The school provides before-school care from 8am and after-school care until 4pm.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that teachers consistently have high expectations of what pupils can achieve, particularly the most able, and plan appropriately challenging tasks
 - using assessments during lessons to ensure that teachers know exactly what pupils need to learn next and plan to meet these needs.
- Improve pupils' achievement by:
 - putting in place structured programmes to improve pupils' spelling and grammar
 - ensuring that gaps in pupils' knowledge and understanding in mathematics are identified and addressed.
- Improve the provision for children in the early years so that it more closely meets their specific needs and gives them more opportunities for selecting from a range of activities.

Inspection judgements

The leadership and management are good

- The headteacher has communicated her passion for excellence very well and this is shared by all staff and governors. The recent changes of staff are well managed and several parents and carers commented favourably on recent improvements.
- Due to the small size of the school there is no leadership team, but all staff take on responsibilities for leading subjects. These responsibilities are recent and there has been insufficient time to evaluate their impact. However, there are good plans in place for improving pupils' achievement in English and mathematics.
- A key element in the progress that the school is now making is the effectiveness of systems to improve the quality of teaching. These arrangements are already having a significant impact and evidence shows that the quality of teaching has improved considerably. A new scheme for teaching writing, is already increasing pupils' enthusiasm for writing. A new scheme for teaching mathematics covers all aspects of the new curriculum.
- Equality of opportunity is at the heart of the school's ethos. Discrimination is not tolerated and this is shown in the way pupils get on so well with those few pupils from ethnic minorities and include them in all their activities.
- The extra funding provided to support those pupils eligible for free school meals is used effectively. The funds are used to provide extra support, particularly in mathematics and English, which helps pupils catch up.
- Similarly the extra funds provided to enhance sporting provision are used effectively. A specialist teacher has been employed to teach alongside class teachers to improve the class teachers' skills. There are also more clubs and sports on offer, such as dance, basketball and handball. The pupils assist in running some of these clubs. Pupils and several parents and carers commented that they appreciate the further opportunities and different sports now on offer.
- The school provides a broad and exciting curriculum. Pupils say that lessons are interesting and they enjoy the topics that are covered. The curriculum, alongside a comprehensive plan for assemblies, makes a significant contribution to pupils' strong spiritual, moral, social and cultural development. The curriculum prepares pupils well for the next stage of their education and gives them a clear understanding of British values, which prepares them well for living in modern Britain.
- Parents and carers, particularly those who come from a distance, appreciate the before-school and after-school care.
- Systems for keeping pupils safe are rigorous and meet statutory requirements. Almost all parents and carers are confident that their children are safe in school.
- The local authority has given good support to the new headteacher and has provided a range of effective training for governors as well as staff. They recognise that the school is now improving rapidly and that levels of support can be reduced in the near future.
- **The governance of the school:**
 - Governance has improved significantly in recent times. Governors are supportive and involved and share the headteacher's high aspirations. The governing body has restructured its committees to focus more closely on the progress that pupils are making. This has been effective in improving their understanding of data. They are therefore able to challenge leaders more effectively. Governors know how good the quality of teaching is and understand the systems to improve it. They also understand how good teaching can be rewarded though this has not arisen as yet. They manage finances well and know how the extra funds provided for pupils eligible for free school meals are being used and the effectiveness of this spending.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are sensitive to the needs of others and thoughtful. They contribute significantly to the happy and cooperative environment.
- Pupils are keen to learn and their attitudes to their lessons are good. They respect the rules of the classroom and listen carefully to adults and each other. However, occasionally pupils lose concentration in lessons though this is usually when teaching is not so engaging.

- Pupils take the responsibilities they are given seriously.
- Pupils get on extremely well with each other, saying such things as, 'everybody's friends'. They respect difference and accept those of different ethnicities readily, regarding everyone as equals.
- Staff and governors and almost all parents and carers agree that behaviour is good, though a small minority of parents and carers who responded to the online questionnaire do not agree. Staff keep very careful records of pupils' behaviour and these show that systems for improving behaviour are effective, as even the number of minor incidents recorded has reduced dramatically over the year.

Safety

- The school's work to keep pupils safe and secure is good. Procedures for keeping pupils safe are rigorous and regularly updated. Risk assessments are thorough.
- Pupils know how to keep themselves safe and are very confident that they are safe in school. They have good relationships with adults and say that there is an adult they can turn to if they have a problem. They know what to do if they encounter problems, on the internet for instance.
- Although a small minority of parents and carers who responded to the online questionnaire regard bullying as a problem, pupils were confident that it is very rare and minor. One, when asked what the best thing about the school is, responded that there is no bullying. In discussion, pupils said that there are occasional fallings out but that they soon make up.
- Pupils have good knowledge of the dangers inherent in using the internet. They know about different types of bullying and that racist, discriminatory or homophobic bullying is unacceptable.
- Attendance has improved and is now above the national average due to work done to encourage attendance. Persistent absence is not now a problem.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils are not yet achieving well enough. This is because teachers do not always have high enough expectations of what pupils can achieve and so do not always give them appropriately challenging tasks.
- In lessons teachers do not always identify when a pupil is ready to move on in their learning or when they need more help to learn as well as they could. As a result, some pupils do not make good enough progress.
- The quality of teaching is now improving and is consistently good in some year groups. There is no inadequate teaching. This improving quality of teaching is beginning to have an impact on raising pupils' achievement, particularly in literacy and numeracy.
- Teachers plan effectively for the needs of their mixed-age classes. They often group pupils by ability, allowing younger ones to work with older ones, which gives the younger ones higher levels of challenge. However, higher levels of challenge are not always consistently provided in lessons for more able pupils.
- Teachers identify pupils who might be in danger of falling behind through their analysis of progress data collected overtime. There are then effective interventions to enable them to catch up quickly.
- Marking of pupils' work is effective and pupils say that they appreciate it and it helps them to improve. They also value the opportunities they are given to respond to marking and improve and correct work.
- One of the reasons for the improvement in the quality of teaching is that teachers reflect on learning and identify readily the aspects of their teaching to improve. They are keen to work on these areas.
- Lessons prepare pupils well for the next stage of their education as the tasks encourage enquiring minds and a desire to learn.

The achievement of pupils

requires improvement

- The most able pupils do not do as well as they should. This is reflected in the lower numbers that attain the highest levels in the national assessments in Year 2 and Year 6. However, leaders have recognised this and levels of challenge are improving, though they are not yet consistent.
- Pupils' progress in writing and mathematics is not as good as that in reading. Their spelling and grammar skills are not as good as they should be and this affects what they can achieve in written work. The gaps some pupils exhibit in their mathematical knowledge and understanding are not identified and addressed. Leaders are well aware of these weaknesses and strategies are already planned to address them.
- Pupils' achievement is improving and many more are now making good progress in the short term.

However, this has not yet translated to good progress over time.

- A particular recent improvement has been in reading, where pupils are enthusiastic readers who read quite widely. The proportion of pupils who reach the expected standard in the national phonics screening check improved in 2014 and is now broadly in line with the national average.
- Disabled pupils and those with special educational needs are making good progress relative to their abilities as their needs are identified accurately and good strategies are put in place to help them achieve.
- Pupils from minority ethnic groups make the same progress as their classmates. Those few who speak English as an additional language are mastering English sufficiently well to enable them to take a full part in all that the school has to offer and to make similar progress to that of their peers.
- Pupils who join the school at a later stage than the normal joining time are quickly assimilated, make friends rapidly and make the same progress as their classmates.

The early years provision

requires improvement

- The quality of teaching for these children is improving but still requires improvement. There are too many occasions when children are expected to carry on for too long with a task set by an adult. The children then become bored and their learning slows. There are too few opportunities for them to select their own activities from a planned range.
- From starting points that are generally in line with those typical for their age, children do not make good enough progress. In 2014 an average proportion achieved a good level of development by the end of their Reception Year.
- Good assessments of what children have learnt are carried out. Careful records are kept and the teacher is therefore able to plan what children need to learn next.
- There is a clear focus on the basic skills of language and number and children are mastering these skills satisfactorily.
- The early years leader knows what needs to improve and has appropriate plans to achieve this. She has made good changes to the induction process. This ensures that children are happy and settle quickly when they join the school. Strong relationships with parents and carers are developed early on and parents' and carers' views of their children's progress are valued and contribute to the school's assessments.
- Children are confident and enjoy their learning. They generally behave well, only becoming distracted when they are on the same task for too long. They play safely with their friends and when using the equipment.

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	115611
Local authority	Gloucestershire
Inspection number	448471

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	43
Appropriate authority	The governing body
Chair	Marc Cornwell
Headteacher	Suki Pascoe
Date of previous school inspection	19–20 May 2010
Telephone number	01285 740268
Fax number	01285 740610
Email address	admin@bibury.gloucs.sch.uk

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