

English Bicknor Church of England Primary School

English Bicknor, Coleford, Gloucestershire, GL16 7PG

Inspection dates 16–17 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher checks on the quality of teaching effectively. Her feedback and guidance ensure that teachers improve their lessons.
- Teaching has improved over time since the last inspection and is now good.
- Teachers generally plan activities well to match the abilities of different groups of pupils in the mixed-aged classes.
- All groups of pupils make good progress overall in reading, writing and mathematics.
- Children make good progress in the early years due to good teaching. Staff constantly check on children's progress and use this information to plan activities that help them in their learning.
- Behaviour is good. Pupils are polite and respectful to each other and to adults in the school.
- Pupils say they feel safe and that there is no bullying of any kind in the school. They have confidence in the staff to deal with any problems that may arise.
- The governing body has a good understanding of the strengths and weaknesses of the school. Governors question senior leaders effectively about pupils' progress and the quality of teaching.

It is not yet an outstanding school because

- The progress of some of the most-able pupils slows in reading, especially across Key Stage 1.
- Middle leaders do not consistently check on the quality of teaching to provide advice to teachers in how to improve pupils' learning in lessons.
- Teachers' questioning and activities sometimes do not stretch the most-able pupils. In marking, teachers do not consistently check that pupils respond well to the guidance given to improve their work. There are occasions when activities are not adapted quickly enough when necessary to help pupils learn at a quicker rate.

Information about this inspection

- The inspector visited six lessons, including three lessons with the headteacher, and observed four teachers.
- Meetings were held with senior teachers, members of the governing body, and a group of pupils.
- The inspector spoke to a representative from the local authority about the school in a telephone conversation.
- A variety of documents were examined including: the school's own judgements about the quality of teaching; checks on pupils' progress over time; minutes from governing body meetings; and procedures to help keep pupils safe.
- Samples of pupils' work were examined with the headteacher and the inspector heard a number of pupils read.
- The views of the 17 parents who completed the Parent View questionnaire on the Ofsted website were taken into consideration.
- The opinions of eight staff who completed an Ofsted questionnaire were examined.

Inspection team

James Henry, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is below the national average. The pupil premium is extra government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority. In 2014 there were no disadvantaged pupils in Year 6.
- The proportion of pupils who move in and out of the school other than at the usual times is above the national average.
- Pupils are taught in mixed-aged classes. Children in the early years are taught full time in a mixed-aged class with Year 1 pupils.
- The headteacher was appointed in February 2014.
- There were not enough pupils in Year 6 in 2014 to judge if the school meets the current government's floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is regularly outstanding by ensuring that:
 - teachers' questioning and activities consistently stretch the most-able pupils
 - pupils respond more effectively to the guidance given in marking to improve their work
 - teachers quickly adapt activities when necessary through constantly checking pupils' understanding
 - middle leaders check on the quality of teaching, and share good and outstanding ideas that help teachers improve their lessons.
- Increase the progress of the most-able pupils in reading, especially by the end of Key Stage 1, by:
 - extending pupils' understanding of the meaning of words when used in different circumstances
 - widening the range of pupils' reading so that they read for different purposes
 - improving pupils' ability to express their views and opinions about the different books they read.

Inspection judgements

The leadership and management are good

- The headteacher sets high expectations. She checks on the quality of teaching effectively and provides good feedback to help teachers improve. Consequently, teaching over time has improved since the previous inspection.
- Pupils' progress is regularly checked by the headteacher and other teachers. This information is used to identify and help pupils who may need extra support in their learning. It is also used well to manage the performance of teachers and hold them to account for the progress of the pupils they teach.
- Middle leaders do not regularly check on the quality of teaching in order to share good or outstanding ideas to help teachers improve their lessons.
- The additional physical education and sport funding is used to employ specialist sports coaches to deliver physical education lessons and provide training for staff in teaching different sports. This funding is also used to pay for the school to enter local sporting competitions and hire facilities, such as the local swimming baths, for pupils to use. This is having a positive effect in increasing the number of pupils taking part in different sports. The school has yet to measure fully the difference this is making to the health and well-being of pupils over time.
- Pupils are taught subjects through whole-school 'themes' which provide a different focus each term. This ensures that all pupils experience a wide range of subjects that are linked together. Pupils say they enjoy this approach because it makes learning interesting. The different subjects and other activities provided by the school foster pupils' spiritual, moral, social and cultural development well. For example, to help pupils' spiritual and cultural development, they are taken to different places of worship such as the local cathedral, a synagogue and a Hindu temple. Pupils are given a variety of responsibilities around the school, such as those of play leaders and librarians, and they support a variety of charities to foster their social and moral development.
- Through the curriculum, the school promotes different values such as 'respect'. When asked, pupils readily talked about the importance of respect and tolerance and obeying the law. Pupils' knowledge of British democracy and the rule of law is supported through different activities in school. For example, older pupils take character parts in a mock trial organised by local magistrates.
- The spending of the additional funding provided through the pupil premium is clearly focused. Extra teaching assistant time and additional teaching resources are bought to support disadvantaged pupils. This is having a positive effect as school records show that disadvantaged pupils are making the same good progress as other pupils across the school.
- Senior leaders ensure that disabled pupils and those who have special educational needs are supported well and take a full part in all aspects of the school. This ensures that all pupils have an equal opportunity to learn and none is discriminated against.
- The school has strong links with the local community, especially through the parish church. A variety of activities, such as fetes and musical events, are held in which the school is involved. This fosters good relationships between the school, parents and the local community.
- Safeguarding meets legal requirements and arrangements are effective in helping to keep pupils safe. All staff and other adults are suitably trained in child protection procedures and vetted before working in school.
- The local authority provided a good level of support following the judgement at the last inspection. This support has now been reduced as the school has improved significantly.
- **The governance of the school:**
 - The governors regularly visit the school. Together with the headteacher they talk to pupils, look at their work and visit classrooms. They question the headteacher effectively about the quality of teaching and pupils' progress. There are good systems to manage the performance of staff, especially that of the headteacher. For example the governors set targets for the headteacher and review progress towards their achievement.
 - Governors have a good understanding of how pupils' progress is measured and how well the school is doing compared to other primary schools. This enables the governors to ensure that good teaching is recognised and rewarded, and any underperformance is addressed.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils say that behaviour in lessons, around the school and in the playground is typically good.
- Pupils are generally polite and respectful to each other and to adults in the school.
- Pupils have good attitudes to their learning and their school environment. They work hard, persevere at activities and say they enjoy school.
- All the parents who completed the Parent View questionnaire on the Ofsted website felt that the school ensured that pupils are well behaved.
- Staff manage the behaviour of pupils well. Pupils say they appreciate the school's positive system for rewarding good behaviour and understand clearly the consequences for poor behaviour.
- There are a few occasions when some pupils can lose their concentration if tasks in lessons do not stretch their thinking.

Safety

- The school's work to keep pupils safe and secure is good. For example, pupils are taught how to stay safe on the internet and older pupils undertake cycling proficiency training to help them stay safe on the roads.
- Pupils say they feel safe in school because there is no bullying of any kind. They have confidence in staff to deal with any problems that may arise.
- Almost all the parents who responded to the Parent View questionnaire thought their child feels safe in school.
- Attendance is broadly in line with the national average.

The quality of teaching is good

- Pupils' work and the school's checks on the progress of different groups of pupils show that teaching over time is good. As a result, pupils are now making good progress overall in reading, writing and mathematics.
- Teachers know their pupils well and regularly check on their progress. This information is used by teachers and teaching assistants to plan lessons and activities that generally match the different abilities of pupils in mixed-aged classes.
- Disabled pupils and those who have special educational needs are well supported in lessons, especially by teaching assistants, with planned activities that help them make good progress in their learning.
- Teachers have good subject knowledge and use this to explain and help pupils understand what they are learning.
- There are occasions when teachers' questioning does not stretch the most able. Also, when necessary, activities are not adapted quickly enough through constantly checking on pupils' understanding to help them learn at a faster rate.
- Teachers mark pupils' work thoroughly and consistently, with comments and advice to help them improve their work. Older pupils are given opportunities to comment on each other's work to share ideas about how it could be improved.
- Pupils' responses to their teacher's guidance in marking are sometimes inconsistent. This means that pupils do not consistently improve their work and this slows the pace of their learning.
- Relationships in lessons are good, with pupils of different ages working well together.
- Pupils say teaching is good. Almost all the parents who responded to the Parent View questionnaire thought that their child was taught well.

The achievement of pupils is good

- Results from national tests at the end of Years 2 and 6 vary each year. This is due to the very small numbers in classes and pupils moving in and out of the school in each year group.
- School assessments and pupils' work show that different groups of pupils, including the most able, make good progress overall in reading, writing and mathematics.
- The attainment of pupils who join the school at times other than that normally expected is quickly checked. This allows teachers to gain an accurate picture of pupils' abilities and plan activities to help make sure pupils build on what they already know and understand. As a result, this group of pupils

quickly settles in school and makes good progress.

- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics. Teachers and teaching assistants know each pupil individually and there are detailed plans to ensure that activities match their abilities.
- School assessments show that the progress of some of the most-able pupils is not as quick in reading as in writing and mathematics, particularly across Key Stage 1. This is mainly due to pupils not fully understanding the meaning of words when used in different situations. Also, pupils are not always able to give their opinions about the books they read or if they help them to find out about different subjects.
- There were no disadvantaged pupils in Year 6 in 2014. Therefore it is not possible to judge if the school is closing the gap over time for this group compared with other pupils in the school and other pupils nationally by the end of Key Stage 2. School assessments show that the gap is being closed across the school. This is because disadvantaged pupils are making good and sometimes better progress in reading, writing and mathematics than other pupils in the school.

The early years provision

is good

- The headteacher works effectively with the early years staff and provides good leadership, especially in checking on and improving the quality of teaching.
- Teaching in the early years is good. Individual children's learning is constantly checked on and recorded. This information is used by staff to plan activities that cover the different areas of learning and meet children's abilities.
- Children make good progress in the different areas of learning, including developing their early reading, writing and number skills. Due to the very small numbers in the early years overall attainment at the end of the Reception class varies. Individual children's records show that most leave the early years ready for Year 1.
- Relationships are good with Year 1 pupils sharing and cooperating well with Reception children. Children behave well, feel safe and develop a good level of independence.
- Staff help children understand how to keep themselves safe, for example in ensuring children put on aprons when playing in wet areas and using the equipment in the outdoor learning area safely.
- The early years staff work closely with the local nursery setting. This helps staff to know individual children and their parents before they enter Reception. As a result children settle quickly ready to continue their learning.

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	115621
Local authority	Gloucestershire
Inspection number	462476

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	Helen Rodwell
Headteacher	Hayley Allison
Date of previous school inspection	16 April 2013
Telephone number	01594 860367
Fax number	01594 860367
Email address	head@englishbicknor.gloucs.sch.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 and 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 2015

