

INSPECTION REPORT

NORTH NIBLEY C of E PRIMARY SCHOOL

North Nibley, Dursley

LEA area: Gloucestershire

Unique reference number: 115695

Headteacher: Mrs Mary Baskerville

Reporting inspector: Mr Keith Edwards
OIN: 21190

Dates of inspection: 11 - 13 December 2000

Inspection number: 224243

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary 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.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	The Street North Nibley Dursley Gloucestershire
Postcode:	GL11 6DL
Telephone number:	01453 542600
Fax number:	01453 542600
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Shirley Chalmers
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Keith Edwards (Ofsted No 21190)	Registered inspector
Marvyn Moore (Ofsted No 11041)	Lay inspector
Claire Fagan (Ofsted No 22390)	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards	
Attitudes of the pupils	
Quality of teaching	
The curriculum	
Writing across the curriculum	
Partnership	
Management	
WHAT COULD BE IMPROVED	15
Provision for physical education and recreation	
The multi-cultural dimension	
Provision for independent research, challenge and thinking	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is set in the village of North Nibley on the fringe of the Cotswolds in Gloucestershire. It is very proud of its status as a Church of England (Aided) school and maintains strong links with the diocese. The school has a high profile in the life of the village and is regarded by the population as a focal point in the community. Families generally have employment and live predominantly in owner-occupied property. Most pupils live in the village, although an increasing number attend the school from the surrounding communities, attracted by the school's "Beacon Status".

Pupils are admitted into the reception class in the September following their fourth birthday. The school is smaller than average. There are 113 boys and girls on roll, organised into four mixed age classes, and it is an almost all white school population. Almost all of the pupils have English as their first language. Most of the children have the benefit of attending a pre-school playgroup or nursery and their attainment on entry is above average. Two per cent of pupils, which is well below the national average, are eligible for free meals. The school has identified 19 pupils with special educational needs, one of whom has a Statement of Special Educational Need. There are 5 teachers employed in the school.

HOW GOOD THE SCHOOL IS

This is a very effective school, which provides very good value for money. The quality of teaching is good. By the time they leave school, the pupils attain standards in English, mathematics and science that are very high in comparison to those achieved by pupils in similar schools. The school is a very orderly community, which benefits from very good leadership and management.

What the school does well

- The quality of teaching is good with examples of very good practice in each phase.
- Standards in English, mathematics and science are well above average by the time the pupils leave school. The standard of writing across the curriculum is very good.
- The headteacher provides very good leadership, which provides a clear educational direction for the work of the school. The staff work as an effective team and the governors provide very good support.
- The pupils have a very good attitude towards school and their behaviour is very good.
- The school has developed a very effective curriculum, which meets the needs of all the pupils.
- The school has formed a very effective partnership with other schools in the area.

What could be improved

- The school's accommodation for physical education and outdoor recreation is inadequate.
- There is insufficient emphasis given to encouraging pupils to understand a range of different cultures.
- The school could do more to promote the pupils' independent research and to challenge their thinking.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then it has made good progress and has been particularly successful in raising standards of attainment in English by the time the pupils leave school. At the end of Key Stage 2, the pupils attain standards in the core subjects that are very high in comparison to pupils from similar schools. The pupils spell accurately and their standard of writing across the curriculum is now a strength of the school. There has also been a marked improvement in the quality of the teaching of information technology. The school has increased its information and communication technology capability significantly and pupils are involved in a regular programme to develop their skills. The staff have developed their own expertise and the class-based computers are being used both imaginatively and effectively. The school building has been enhanced to accommodate the significant rise in the number of pupils on roll.

The school has successfully introduced the National Literacy and Numeracy Strategies. It has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The school has been partially successful in updating its policies and schemes of work for all subjects but all of its publications, including the prospectus and governors' report to parents, now comply with statutory requirements.

The school has recently been awarded "Beacon Status" in recognition of the high standards that the pupils achieve year-on-year. Furthermore, the school has had its "Investors in People" charter renewed.

STANDARDS

Only ten pupils were involved in the national tests for eleven-year-old pupils in 2000 and, therefore, no comparisons can be drawn with either the national picture or with the performance of pupils in similar schools.

Evidence from the inspection shows that the pupils achieve high standards for eleven-year-olds in English, mathematics and science. Standards of literacy and numeracy are very high. The pupils are particularly skilled in their use of language across the curriculum. Their range of vocabulary is good and they write with skill in different formats. The school consistently reaches its agreed targets for groups of pupils and the results have improved markedly since the last inspection. The children achieve well in the reception class and make good progress overall in each key stage. Standards in information and communication technology match national expectations and this represents a success for the school. By the age of eleven, the pupils, including those with special educational needs, have achieved well in relation to their attainment on entry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes towards school. They concentrate on their work and try to do their best.
Behaviour, in and out of classrooms	The pupils behave very well throughout the school. They are well-mannered and courteous. There are no exclusions.
Personal development and relationships	The pupils are provided with too few opportunities to take responsibility for their own learning. However, they act with increasing maturity as they progress through the school. Relationships are very good.
Attendance	The attendance rate in the last academic year was well above the national average. Standards of punctuality are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
11 lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good. It makes a significant contribution to the pupils' progress throughout the school. The teachers make very good use of time and marking is used very effectively to ensure that pupils of different abilities are enabled to make good progress. Throughout the school, teachers have high expectations of pupils' attainment and behaviour. In all of the lessons observed, the teaching was satisfactory or better. In 46 per cent of lessons, the teaching was good and in a further 18 per cent of lessons it was very good. There are examples of very good practice in each key stage. The quality of teaching is consistently good in literacy and numeracy lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum. All statutory requirements are met. The school has effective strategies for teaching the basic skills of literacy and numeracy. The Foundation Stage curriculum is very well matched to the needs of the children.
Provision for pupils with special educational needs	The school makes very good provision for those pupils with special educational needs. The staff have a clear understanding of the learning needs of individual pupils and prepare work accordingly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' spiritual, moral, social and cultural development is good. There is a strong moral ethos, which is well supported by the school's church status. The provision for the spiritual and social development of the pupils is good. The provision for the cultural development of the pupils does not fully reflect the multi-cultural nature of society.
How well the school cares for its pupils	The procedures for child protection and ensuring the pupils' welfare are very good. Concern for the well-being of the pupils is shared by all members of staff. There are effective procedures to encourage good behaviour. Assessment information is used well to plan work for different groups of pupils.

The contribution of the local community to pupils' learning is very good. The school is a focal point for village activities and the parents make a strong contribution. The school has formed a very effective partnership with local schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She has established a very effective team and standards have risen since the last inspection.
How well the governors fulfil their responsibilities	The governing body fulfils all of its statutory requirements and provides very good support for the school. The governors work hard to ensure that the school maintains its standing in the community.
The school's evaluation of its performance	The school includes success criteria in its improvement plan and has placed raising standards as the top priority. It has taken very effective action to meet its targets, particularly with regard to raising standards in writing and enhancing its resources and accommodation.

The strategic use of resources	The school has been very successful in improving its resources for information and communication technology and the new computers are used very effectively across the curriculum. Staff are well deployed and the school makes good use of specific grants and additional funding.
--------------------------------	---

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour in the school is good • Their children are making good progress in school • They would feel comfortable about approaching the school with questions or a problem • The school expects their children to work hard and to do their best • The school is well led and managed • The school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • The information provided about how their children are getting on • The range of activities outside lessons • Homework

The parents overwhelmingly support the work of the school. They endorse every aspect of school life and report that their children enjoy school. Almost all parents feel that their children are making good progress and that standards of behaviour are good. A few parents are unhappy about the amount of homework, the quality of information provided about their children's progress and the range of activities outside school. The inspectors judge that the strengths of the school far outweigh the weaknesses and that the homework provision makes a satisfactory contribution to the pupils' learning. The school has taken steps to improve the quality of its information to parents and the range of extra-curricular activities is good considering the size of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good with examples of very good practice in each phase.

1. In all of the lessons observed, the teaching was satisfactory or better. In 46 per cent of lessons, the teaching was good and in a further 18 per cent of lessons it was very good. The overall quality of teaching is good. It makes a significant contribution to the pupils' progress throughout the school. The teachers make very good use of time and marking is used very effectively to ensure that pupils of different abilities are enabled to make good progress. Throughout the school, the teachers have high expectations of pupils' attainment and behaviour. There are examples of very good practice in each key stage. The quality of teaching is consistently good in literacy and numeracy lessons.
2. The staff form a very effective team. They have secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements, which enables the pupils to deepen their understanding. All of the teachers are good role models and maintain very good standards of discipline. The teachers have high expectations of the pupils' standard of behaviour, which ensures that pupils remain on task throughout each lesson. The teachers are particularly effective in their questioning techniques and ensure that all of the pupils are involved in class discussions. For example, in a very successful literacy lesson for the youngest children in the school, the teacher asked a series of open-ended questions, such as "What happened in the middle of the story?" "What happened in the end?" and "What is an illustrator?", that extend the pupils' vocabulary. The teachers use a range of strategies for their lessons to maintain the interest of the pupils and, in particular, they ensure that no time is wasted in lessons.
3. Marking is used very effectively to ensure that pupils of different abilities make good progress overall. The teachers clearly distinguish between the different age and ability groups within their class when planning their work. This enables the pupils to succeed and boosts the pupils' confidence. Formal assessment results are used to identify groups of pupils of different abilities in English and mathematics and to prepare work that is closely matched to their developing understanding. Learning targets are shared with pupils and those with special educational needs are well supported.
4. Teaching assistants are involved in the planning of lessons and are well briefed about what is expected of them. For example, in a lesson designed to further the children's knowledge and understanding of three-dimensional shapes through practical investigations, the children prepared a table to group a range of shapes according to their properties. Those pupils with special educational needs are well supported by the classroom assistant.
5. The high quality teaching of literacy is characterised by thorough planning, rigorous pace and high expectations of pupils of all abilities. This results in high achievement. For example, in a very effective literacy lesson for the older pupils, the teacher used her own subject knowledge to very good effect by reminding the pupils of active and passive verbs. There was a clear expectation that the pupils should retain and use these terms. Furthermore, she encourages the pupils to use strong descriptive verbs rather than relying too heavily on adverbs. In lessons such as religious education and history, the teacher ensures that the pupils use their grammatical knowledge to good effect when writing accounts of events of the past.

Standards in English, mathematics and science are well above the average by the time the pupils leave school. The standard of writing across the curriculum is very good.

6. Whilst the school caters for a wide range of abilities, the children's attainment on entry is above average. The pupils make good progress in relation to their prior levels of attainment and achieve standards that are well above average in the core subjects at the age of eleven. Results in the national tests for eleven-year-old pupils have improved year-on-year since 1996 and at a rate that is better than the national trend. The pupils at North Nibley consistently achieve standards in English, mathematics and science that are above those achieved by pupils in similar schools. The pupils with special educational needs are sensitively supported and successfully helped to reach their potential, particularly in literacy and numeracy.
7. The school is committed to raising standards through strong teamwork to encourage the learning skills of all of its pupils. Furthermore, the school carefully monitors the impact of new initiatives such as the National Literacy and Numeracy Strategies. By the age of seven, the pupils have already developed literacy skills that will serve them well in the juniors. They are particularly successful in reading and write with accurate spelling and a good awareness of punctuation. This represents a good improvement since the last inspection. The pupils' skills in speaking and listening are well above average. Although standards in mathematics at the age of seven are not as good, the pupils have a secure foundation for future learning. By the age of eleven, as a result of good teaching, the pupils achieve well in mathematics and standards are well above average. The pupils make good progress throughout the school in science. The subject is taught well and the curriculum provides good opportunities for the pupils to engage in practical investigations. For example, the pupils in Key Stage 1 investigate the properties of materials in a well-managed lesson.
8. When reading, junior age pupils adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. When reading aloud, they use expression well and are sensitive to the finer nuances of the text. They use their reference skills confidently and accurately when seeking information from books. Their literacy standards enable the upper juniors to research history topics such as "The Greeks" effectively. For example, they research the legacy of the ancient Greek civilisation and find information under headings such as "architecture", "law", "medicine" and "mathematics". They explain clearly what was meant by "ostracism". They have a good command of subject specific vocabulary, which they use with confidence and to good effect, especially in mathematics and science.
9. By the time they leave school, the pupils' skills in writing are well above average. The pupils write confidently and fluently for a range of purposes such as extended stories, poetry and instructions. For example, in the infant class a child describes the appearance of the angel to Mary thus: "One day a beautiful shining angel came to Mary and gracefully swooped down". She wrote later in the story: "The angel who had wings like snow and eyes like fire came to explain a dream". In the lower juniors, the pupils consider friendship and write: "Friends are people you can tell your secrets to" and "Friends are people who are looking after you and not turning their backs on you". In science, they investigate chemical changes and write: "Dissolving is where something disappears and you can't see it any more, but it is still there". In the upper juniors, they explore the effect of different inhibitors on friction and write detailed explanations of their hypotheses and conclusions. The older pupils write instructions for making paper aeroplanes and Christmas lanterns, giving clear references to the list of materials required. In well-structured writing, they confidently describe the functions of different mechanical parts of a bicycle. In a descriptive piece of writing, a Year 5 pupil describes an owl in vivid fashion: "The owl is the king of the night, eyes like white ball bearings".
10. The good standards reported in the last inspection in mathematics have been maintained and improved and the school is very well placed to sustain this progress. Pupils respond well to the high quality teaching and make good progress, particularly in acquiring and using a mathematical

vocabulary. They respond well to the emphasis on mental mathematics and are making good progress in calculations involving decimals, fractions and measurement. Pupils of all ages are well-motivated by the range of activities that the teachers introduce to sharpen the pupils' mathematical agility. They apply their skills in numeracy very effectively in other subjects, such as science and design and technology.

11. The pupils' good progress is supported by the teachers' high expectations of achievement. Lessons are conducted at pace and the pupils cover a lot of work. By the time they leave school, the pupils know how to set up an experiment and realise the requirements of a fair test. Their progress is well supported by their advanced skills in numeracy and literacy. For example, most of the pupils in Year 6 can use terms such as "sequence", "vibration", "molecule" and "undulate" with confidence when investigating sound.

The headteacher provides very good leadership, which provides a clear educational direction for the work of the school. The staff work as an effective team and the governors provide very good support.

12. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with a shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. The school is clearly established at the heart of the village community. The School Improvement Plan, determined through consultation between staff, governors and partner schools, clearly defines a programme for further development. The school has a clear sense of purpose. Furthermore, the school has placed the safety and welfare of the pupils as a high priority and has achieved very good success in this aspect.
13. The ethos of the school is very good. The school is very successful in meeting its aims, which reflect its church foundation and support academic achievement. There is a positive, caring ethos, which promotes high standards of academic attainment and a sense of community. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
14. The headteacher and her deputy work with a shared sense of purpose. There is a strong team spirit, which is based on commitment to an open evaluation of their professional practice to achieve further school improvement. Since the last inspection, the role of the subject co-ordinators in taking direct responsibility for developing specific areas of the curriculum is much improved. The school has made good progress since 1996 and has been particularly successful in raising standards of attainment in English by the time the pupils leave school. At the end of Key Stage 2, the pupils attain standards in the core subjects that are very high in comparison to pupils from similar schools. The pupils spell accurately and their standard of writing across the curriculum is now a strength of the school. There has also been a significant improvement in the quality of the teaching of information and communication technology. The school has increased its information and communication technology capability significantly and pupils are involved in a regular programme to develop their skills. The staff have developed their own expertise and the class-based computers are being used both imaginatively and effectively.
15. The school has successfully introduced the National Literacy and Numeracy Strategies. It has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The pupils themselves are models of good behaviour, are highly motivated and strive to improve.
16. The governors have played a key role in these initiatives. The governing body meets all of its statutory requirements. It has an efficient committee structure. The governors' annual report for parents provides clear and useful information about the life of the school. Governors are extremely supportive and some take an active part in supporting the pupils' learning by working in the

school. There is a named governor who plays an active role in supporting pupils with special educational needs and the roles of literacy and numeracy governors have been allocated. Governors are involved in training and regularly monitor the work of the school through direct observation of classroom practice. The school provides very good value for money and is well placed to continue to improve.

The pupils have a very good attitude towards school and their behaviour is very good.

17. The pupils demonstrate very good attitudes to the school. They have great enthusiasm for learning and persevere with their work. In the reception class, the children respond well to the rich variety of activities that are prepared for them and apply themselves well to their learning. They quickly accept what is expected of them and behave with remarkable maturity. They interact well and handle resources sensibly. They respond well to the routines that have been established to tidy away equipment at the end of one lesson in preparation for the next.
18. In the infants, the pupils listen well to their teachers and to each other; in discussions they take turns and make their contributions clearly and sensibly. They remain on task in numeracy lessons and become totally absorbed in their work. This makes a significant contribution to the purposeful atmosphere that permeates the school. In the juniors, the pupils are keen to learn and are pleased to discuss their ideas. For example, in a religious education lesson, the pupils discussed the social status of Mary in the Christmas story and listened attentively to each other. They are well motivated and persevere. For instance, Years 3 and 4 pupils working independently on designing a greetings card on the computer in a technology lesson showed determination to complete the exercise before the end of the lesson.
19. The behaviour of the pupils is very good and this has a beneficial effect upon their learning and upon the school community as a whole. There have been no exclusions. Pupils of all ages display high levels of self-discipline and follow the school rules closely. In lessons, praise is used effectively to recognise good work and behaviour. Although the playground is rather cramped, the pupils play well together. Rewards, such as public acknowledgement in assemblies of the pupils' achievement, are received with pride and pupils readily celebrate the success of others. Children in the reception class behave very well; they learn to appreciate praise and the need to take turns and follow instructions. This provides them with a good foundation for the time ahead of them at school. The pupils treat the school building and the resources they use with care and respect.

The school has developed a very effective curriculum that meets the needs of all the pupils.

20. The school provides a broad and balanced curriculum for pupils of all ages. All statutory requirements are met. In the recent past the school has given a strong priority to the implementation of the National Literacy and Numeracy Strategies. The national strategies have been appropriately customised to meet the needs of the school and its pupils, although thus far these strategies have had clearer impact on standards at Key Stage 2.
21. The provision made for the children in the Foundation Stage is very good. The school plans its curriculum for the pupils under five very well and this provides a good introduction to the National Curriculum. All aspects of learning are addressed. The teacher and support assistant work effectively together as a team and are caring, supportive and encouraging; for instance, in praising children's achievements. Adults are good role models, listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's self-esteem and confidence and fosters the development of positive attitudes towards learning. The lack of facilities for outdoor play, however, limits the range of the work in the area of physical development and the pupils do not have opportunities to climb, to ride wheeled vehicles or to explore large spaces and equipment through outdoor play.
22. Particular effort is made to enhance pupils' curricular opportunities through providing a wide range

of rich, stimulating and challenging activities for pupils, and teachers (and other adults) give much effort and time after school for the benefit of pupils. This very good provision has a very positive effect on pupils' learning and is a strength of the school. There is a very good range of activities, including indoor games, drama, French, soccer, rugby, netball and handbells, that motivate the pupils. In addition, the older pupils have the opportunity to participate in debating and design and technology competitions. Younger pupils have been invited to participate in regional television programmes. The curriculum is well supported by visits to places of interest such as the bird sanctuary at Slimbridge and a local water sports centre. Pupils in the top class have the chance to participate in residential visits to London and the Isle of Wight.

23. Provision of equal opportunities is good and staff provide good role models for their pupils. In collective worship, displays and the taught curriculum, an attitude of caring and respect for others is consistently engendered. There is a strong awareness amongst staff of equal opportunity issues. All pupils have an equal opportunity to extend their learning. The provision for pupils with special educational needs is very good. The pupils have equal access to all aspects of school life. The quality of their Individual Education Plans is very good. These are carefully formulated to promote good progress for the pupils with special educational needs in literacy and numeracy. The higher-attaining pupils are enabled to reach their potential.
24. The contribution of the local community to pupils' learning is very good. Parents are very involved in the work of the school and there are many offers of assistance and support. For example, adults visit the school to read stories and to teach the children to knit. Parents help to encourage home study and the local parish gives active support. The local priest regularly takes assemblies in the school and the churchyard has a reserved conservation area for the school. Each month the pupils contribute to the village magazine "On the Edge" and they entertain local senior citizens with concerts and carol singing.
25. In the last inspection, the school was required to update and complete its policies on English, design and technology, physical education and the Foundation Stage. There have been improvements in this area and the school ensures at least satisfactory coverage of all subjects. However, there is still scope for the further updating of policies, such as the English, mathematics and multi-cultural education documents. The quality of planning has improved and is monitored well by co-ordinators. Assessment is used well to ensure that the lessons successfully build on what the pupils already know, understand and can do.

The school has formed a very effective partnership with other schools in the area.

26. The school's provision is greatly enhanced by the close working relationship with five local schools known as the Tyndale Cluster. This is a very effective organisation, which enables the school to measure its performance against others in similar circumstances and to share good practice. It provides an opportunity for the headteachers to meet on a monthly basis to discuss ideas and determine policies. The meetings are formal and follow a set agenda of "children", "staffing" and "community". Joint targets are set for school improvement and these are used to inform individual School Development Plans. The organisation enables the member schools to provide first class training for staff and governors on specific issues and to share resources. Detailed lists of subject-specific teaching aids are maintained together with their location. Subject co-ordinators from the representative schools have the opportunities to meet to discuss the practicalities of introducing new initiatives such as the Numeracy Strategy. Samples of pupils' work are compared and this helps the school to evaluate its performance and to raise expectations. Such has been the success of the cluster that members have been requested to promote the virtues of the scheme throughout the region.

27. The arrangements to ease the transfer of children into the school from the village playgroup and to the comprehensive school contribute to this strength. Transfer arrangements for the eleven-year-old pupils are excellent. The process starts in Year 5 with an evening visit. In Year 6, pupils spend a whole day in the comprehensive school to experience a range of lessons. This is followed by further meetings for both pupils and their parents to discuss tutor groups, uniform and equipment. By the time of transfer, most already know key staff and where their tutor room is located. The scheme is further enhanced by the arrangement by which a teacher of modern foreign languages works with the older pupils at North Nibley on a weekly basis prior to their transfer.

WHAT COULD BE IMPROVED

The school's accommodation for physical education and outdoor recreation is inadequate.

28. The provision for outdoor play for those children under five years of age in the reception class is very limited. Although there are both hard and grassy surfaces for play, they have not been designed to cater for the range of exploratory activities that are important for the children's physical development. Furthermore, although the school has a playground and a flat sports field, they are both inadequate for the physical development of the pupils. There is no segregation of the areas to distinguish between space for ball games and an area for more reflective activities.

There is insufficient emphasis given to encouraging pupils to understand a range of different cultures.

29. The pupils' cultural development is satisfactory overall. It is extended through their work in art, music, history, geography and visits to the theatre. However, there has been little improvement in the development of the pupils' understanding of cultural diversity since the last report. The pupils have a satisfactory understanding of different faiths but their awareness of other cultural traditions is limited. The school's multi-cultural policy is out of date and there are too few planned opportunities, particularly in art, music and literature, for the pupils to experience the richness of non-European traditions.

The school could do more to promote the pupils' independent research and to challenge their thinking.

30. The school is very successful in promoting a very orderly community in which the pupils are safe and secure. The school is also successful in enabling the pupils to achieve high academic standards and to reach their potential in a range of subjects. However, the school recognises that the provision for the pupils' personal development is an area for improvement and is currently developing a programme that involves all teachers. Although the pupils stay on task and have formed good work habits, they are provided with too few opportunities to take initiative and take responsibility for their own learning. In both key stages there is a tendency for the teachers to convey too much information and over-direct activities, rather than challenge the pupils to use their own initiative. For example, the library is underused for independent research. Furthermore, the aims of the school make no specific reference to encouraging the pupils to become independent learners.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Continue to strive for improvements in the school's accommodation to extend the facilities for the pupils' physical development and recreation. (paragraph 28)
- Give greater emphasis to raising the pupils' awareness of, and celebrating, the multi-cultural nature of contemporary society. (paragraph 29)
- Provide more opportunities to promote the pupils' independent research and to challenge their thinking. (paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	46	36	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	113
Number of full-time pupils eligible for free school meals	2

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	10	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (100)	93 (100)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

When the boys' or the girls' total is ten or fewer, only the figures for the total number of pupils are shown.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	8	2	10

When the total number of pupils in the year group is ten or fewer, tables of percentages are not shown in reports.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	20.6
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	47

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	221494
Total expenditure	205854
Expenditure per pupil	1980
Balance brought forward from previous year	11851
Balance carried forward to next year	27491

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	58	37	5	0	0
Behaviour in the school is good.	52	43	0	0	5
My child gets the right amount of work to do at home.	41	45	9	5	0
The teaching is good.	57	36	7	0	0
I am kept well informed about how my child is getting on.	30	48	18	0	5
I would feel comfortable about approaching the school with questions or a problem.	70	25	5	0	0
The school expects my child to work hard and achieve his or her best.	61	34	0	0	5
The school works closely with parents.	34	55	9	2	0
The school is well led and managed.	59	34	7	0	0
The school is helping my child become mature and responsible.	59	34	7	0	0
The school provides an interesting range of activities outside lessons.	25	52	11	2	9