

INSPECTION REPORT

**BLOCKLEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Blockley, Gloucester

LEA area: Gloucestershire

Unique reference number: 115613

Headteacher: Mrs Rhea Bazeley

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 21st – 22nd May 2002

Inspection number: 245761

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

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:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Park Road Blockley Gloucestershire
Postcode:	GL56 9BY
Telephone number:	(01386) 700567
Fax number:	(01386) 700567
E-mail address:	head@blockleyschool.gloucs.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Simon Hudson
Date of previous inspection:	30 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21872	Lorna Brackstone	Registered inspector
8986	Philip Andrew	Lay inspector
13754	Judy Morris	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill St
Bristol
BS1 5RW

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 Complaints Manager
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	4 - 7
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	8 - 13
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
 PART C: SCHOOL DATA AND INDICATORS	14 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the picturesque village of Blockley in the North Cotswolds. It serves mainly Blockley and the surrounding villages, but children travel from as far as Moreton-in-Marsh and Broadway. The proportion of pupils known to be eligible for free school meals is 6.5 per cent which is below the national average. However, this does not truly reflect the socio-economic status of the surrounding area. The occupations of parents and carers are variable; a significant number have professional backgrounds, but a number are employed in manual occupations and some are unemployed. A minority of pupils live with one parent. The school is smaller than other primaries with 144 pupils. There are equal numbers of boys and girls. All pupils are of white United Kingdom heritage and no pupils use English as an additional language. The proportion of pupils identified as having special educational needs is 33 per cent and this is higher than the national average. There are no pupils with statements of special educational needs. Children begin school at the start of the academic year in which they will be five. Attainment on entry is slightly lower than that of other schools in the county and nationally. The pupils are split into five classes which vary each year depending on individual cohort numbers; these are currently Reception and Year 1; Year 1 and Year 2; Year 2 and Year 3; Year 4 and 5; Year 5 and 6. The school has clearly identified pupils who are gifted or talented.

HOW GOOD THE SCHOOL IS

This is a very effective school where all pupils, including those with special educational needs, achieve well and are fully included in all aspects of school life. All children, many with below average skills on entry into school, achieve well and attain above average standards in English, mathematics and science by the end of Year 6. This is because the school is exceptionally well led and the overall quality of teaching and learning is very good. The school provides very good value for money.

What the school does well

- Standards are above national averages in English, mathematics and science at the end of both Years 2 and 6.
- The quality of teaching and learning is very good overall. Teachers are highly professional and work together very well as a team.
- The leadership and management of the headteacher are excellent and staff with responsibilities monitor and evaluate teaching and learning very effectively.
- The attitudes and behaviour of the pupils in Years 1 to 6 are very good. Pupils develop excellent relationships with both their peers and adults in school.
- The curriculum provided throughout the school is very good and all pupils are fully included in the wide and varied activities on offer. Provision for spiritual, moral, social and cultural development is very good.
- The school works very closely with parents and the local community.

What could be improved

- This school has no major areas of weaknesses.

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 March 1998 and has made very good improvements since then. All key issues have been thoroughly considered and improvements implemented. For instance, the school now meets statutory requirements in information and communication technology. Assessment is now well established and this ensures that work is suitably planned to meet the needs of all pupils. The school has adopted successful approaches to extending the above average pupils and this enables them

to achieve their full potential. Co-ordinators now have a very specific role and have a clear understanding of achievement in their subject. In addition to these improvements, there has been an overall improvement in standards, the quality of teaching and learning is now very good and there is excellent leadership and management by the headteacher and her key staff. The attitudes and behaviour of the pupils have also improved and are now of very good quality. Staff are fully committed to continual improvements and have an excellent capacity to do so.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	A
Mathematics	B	B	A*	A
Science	C	C	A	A

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Over the past three years it is evident from assessments made on entry into school that overall attainment into the Reception class is just below the recommended levels for this age group. By the time the pupils are ready to start Year 1 of the National Curriculum, standards are in line with the recommended levels for this age. When pupils reach Year 2 of the National Curriculum, they are attaining standards in English, mathematics and science that are above the national average. These good standards are maintained in Years 3 to 6. Current standards in Years 2 and 6 are slightly lower than those of 2001 when results were well above average. However, this dip is due to a significant proportion of pupils who have special educational needs. These good standards in the key skills of literacy and numeracy have a positive impact on achievement in other subjects such as history, geography, design and technology and information and communication technology where literacy and numeracy skills are required. Trends over time are above the national average. The school carefully sets targets for achievement and is very well placed to make further improvements in its standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and are fully involved in all activities.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, during assemblies and at playtimes. There is no evidence of anti-social behaviour around school.
Personal development and relationships	There is a very strong climate of co-operation and friendliness amongst pupils. Their efforts are rewarded by excellent relationships in school.
Attendance	Attendance rates are good because parents understand the importance of their children attending regularly. Pupils generally arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 and learning throughout the school is very good. During the inspection, 17 lessons or part-sessions were observed; three of these were excellent, ten were very good and four were good. Teachers have very good subject knowledge and teach the basic skills of literacy and numeracy effectively. They have very high expectations of standards of work and behaviour and all pupils are fully included in every aspect of school life. This has a very positive impact on the quality of learning for all pupils, including those with special educational needs. Class management is a real strength and mutual respect between teachers and pupils is very evident. Teachers' day-to-day assessments of pupils' learning and progress are of very high quality and good use is made of marking pupils' books to both praise their efforts and provide direction for future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school, curricular provision is stimulating and very varied. An exceptional range of extra-curricular activities is offered, which include sporting and musical activities, the creative arts and French. Very good use is made of the links with the nearby secondary school to extend curriculum provision.
Provision for pupils with special educational needs	Provision is very good. Pupils with special educational needs are very quickly identified. Individual education plans are clear, consistent and provide manageable goals to achieve.
Provision for children's personal development, including spiritual, moral, social and cultural development	Personal development is promoted very well. Provision for spiritual development is very successfully achieved through assemblies and times for quiet reflection; pupils very quickly learn the difference between right and wrong and this encourages moral development; social development is very well promoted through active involvement in the community and by working with each other in school. Provision for cultural awareness is very good and is promoted through religious education and visitors to school.
How well the school cares for its pupils	The school knows individual pupils very well and every adult is fully aware of all their pupils' physical, emotional and intellectual needs. The school has very effective ways of identifying how pupils are making progress and systematic monitoring ensures that individual support for pupils' performance and development is provided.

The school works very well with parents. Teachers encourage parents to work in partnership with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She has built a high-performing team and responsibilities are delegated exceptionally well. This enables staff with management areas to monitor and evaluate teaching and learning very effectively.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very effectively. They have a highly informed overview of the school and recognise its strengths and weaknesses very well.
The school's evaluation of its performance	This is a self-evaluating school that makes exceptional use of all available data. School performance is evaluated through successful target setting and directed initiatives. Teaching and learning are carefully monitored through the sampling of pupils' work and lesson observations.
The strategic use of resources	The school makes exceptional use of all its resources. It has been totally committed to improving accommodation and has used specific grants successfully to fund new building work. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations for their children. • Their children like going to school. • Good progress is made at school. • Their children are helped to become mature and sensible. • Behaviour in school is good. • The quality of teaching is good. 	<ul style="list-style-type: none"> • Closer links with the school. • The right amount of homework.

The inspection team agrees with all the positive views expressed by the parents, but cannot justify the negative comments. Parents are welcomed into school at every available opportunity and the amount of homework given is similar to that found in other primary schools. During the meeting held prior to the inspection with the Registered Inspector, a small number expressed concern over the size of one class in the upper part of the school. The inspectors looked at pupils' work in this class, scrutinised individual education plans and observed a number of lessons. They were unable to agree with the parents who felt that the size of the class was having a negative impact on standards. Inspectors felt that the work set appropriately matched all the pupils' needs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above national averages in English, mathematics and science at the end of both Years 2 and 6.

1. Over the past three years, it is evident from assessments made on entry into school that pupils' overall attainment into the Reception class is just below the recommended levels for this age group. Inspection evidence indicates that standards in Year 2 and 6 are above the national average. In the 2001 national test results, standards in English, mathematics and science were well above the national average. In fact, pupils in both Years 2 and 6 achieved very high results in mathematics. Results were also very high in science at the end of Year 2. However, when the nature of the current cohorts in Years 2 and 6 are taken into account this cannot be considered a dip in standards. Both year groups have a significant proportion of pupils with special educational needs and this has had a negative impact on standards. A good proportion of pupils in Years 2 and 6 are working within higher than average national levels. Pupils of all levels of attainment, including those with special educational needs, make very good progress during their time in the school. This is a good improvement since the last inspection.
2. Most children start Reception as confident speakers, but a significant minority have speech problems. The overall listening skills are below those expected for this age group. However, by Year 6, they have very good skills in speaking and listening and this is apparent during whole-class introductory sessions. For example, in a Year 5/6 literacy and personal, social and health education lesson, pupils listened very carefully to their teacher and contributed confidently when answering questions. They were able to make perceptive comments, which showed that they had listened carefully. In a Year 1/2 literacy lesson, pupils were required to give an oral account of the Great Fire of London, but were not allowed to use expressions such as 'um' and 'I think'. Pupils' progress in speaking and listening is helped considerably by the imaginative and skilful ways in which teachers organise the literacy lesson and particularly the emphasis placed on creating regular opportunities for pupils to participate during the initial whole class introduction to lessons.
3. The very successful implementation of the National Strategy for Literacy is having a positive impact on pupils' progress. Well-pitched and challenging tasks during literacy lessons are important factors in promoting rapid progress. In addition, the very good use of information and communication technology to support learning throughout the school helps to capture pupils' interest and enhances their learning. This was very well illustrated in a Year 2/3 lesson where pupils were required to amend the word 'nice' to something more suitable. Instead pupils used words such as 'gentle', 'caring', 'cute' and 'silky' to describe the pets in the text given.
4. Pupils enjoy reading and standards are good. The teaching is very successful in helping younger pupils acquire a good grasp of phonic skills and, as they progress, the pupils benefit from the wide range of reading materials available to them. Older pupils enthusiastically talk about the books they have read. One pupil in Year 6 explained clearly why she preferred reading the Harry Potter books to watching the film.
5. Regular opportunities for pupils to apply newly-acquired language skills in writing for specific purposes is a very good feature. By Year 6, their writing is lively and thoughtful and vocabulary is used to good effect. Many demonstrate good skills in varying their style to suit particular purposes, such as using a more formal style. This was particularly evident when looking at pupils' books over time and is illustrated by their use of both formal and informal letters of communication and their creation of poetry and humorous verse. Dialogue is used to make their stories more interesting. For example, pupils were required to imagine that pictures could speak. One pupil enthusiastically wrote "Hey boys! Come here! Can you hear that"? Many pupils develop good handwriting and presentation skills during their time in the school. This is because a commercial handwriting programme is used which ensures consistency.

6. By the end of Year 2 above average pupils in mathematics have a good understanding of multiplying and dividing numbers up to 20. They understand place value up to 1000 and are able to add and subtract in 10's with numbers up to 1000. They also have a good understanding of measurement, both two and three-dimensional shapes and correctly solve simple money problems. By the end of Year 6 they understand both long multiplication and division processes. Many use negative numbers, they understand fractions as a percentage and accurately recognise different types of angles. They also successfully use standard units to measure and to problem solve.
7. In science, pupils in Year 2 understand the importance of a healthy diet and know that it is very important to keep their teeth clean. They understand the differences between 'living' and 'non-living' and carefully classify materials found around school. By Year 6, pupils know how to record their results, using both graphs and tables, and have a very good understanding of the growth of plants and label parts of the human skeleton. They have a very good understanding of technical terms. For example, the pupils know the difference between soluble and insoluble and clearly understand the process by which dissolved substances can be recovered. They write very detailed accounts of their experiments and draw diagrams of good quality. Good use is made of information and communication technology to record results.
8. High quality standards in art and design have been maintained since the last inspection. By the end of Year 6 pupils confidently work with a wide range of materials and techniques. Art and design is very closely linked with the topic work and this has a positive impact on their overall achievement. For example, the Year 5/6 class has recently studied China and pupils have painted high quality watercolours in a Chinese fashion. Pupils in the Year 4/5 class have been studying Africa and have used shade and tone to create pictures with a truly multi-cultural feel.

The quality of teaching and learning is very good overall. Teachers are highly professional and work together very well as a team.

9. The overall quality of teaching and learning is very good. During the inspection, 17 lessons or part lessons were observed; three were excellent; ten very good and four were of good quality. This represents a very good improvement since the last inspection. Teachers have a very secure knowledge and understanding of the subjects they teach and this is demonstrated in the range and quality of the work that is produced by pupils. For example, this is particularly evident in the Foundation Stage where a high priority is given to the children's development. All adults involved with this age group have a good understanding of the ways in which young children learn and are sensitive to their individual needs. The staff in the Foundation Stage work hard to provide an appropriate and stimulating range of learning activities. The response by the children is very positive; they are interested, motivated in their work and concentrate well. Lessons are conducted in a calm, orderly manner and the children are managed very well. This was illustrated during an excellent personal and social lesson where the children were encouraged to sit together in a circle, listen to each others 'quiet thoughts' and respond positively to their peers.
10. Throughout the school, the basic skills of literacy and numeracy are taught effectively. All teachers have a very thorough knowledge of the requirements of the National Literacy and Numeracy Strategies and this ensures that skills are taught well. They prepare their work thoroughly and identify precise learning targets that are conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils to think carefully before they answer and pupils' self-confidence improves when they are praised and encouraged. For example, in a very good literacy lesson in the Year 2/3 class, the teacher very effectively used praise to support the pupils' learning. During this lesson the pupils were encouraged to discuss the differences between fact and fiction and their efforts were used to illustrate the teaching points. Above average pupils are encouraged to work appropriately at their own level and achieve good levels of understanding. Overall, pupils work at a very good pace during literacy and numeracy sessions and their concentration is maintained throughout the lesson.

11. Teachers generally have very high expectations of behaviour and pupils respond appropriately when working in both groups and pairs. Work is very carefully planned and activities match the needs of all pupils. This has a very positive impact on the quality of learning which is very good for all pupils, including those with special educational needs. Class management is a positive strength and mutual respect between teachers and pupils is very evident. Teachers and classroom assistants support the different age and ability groups well and resources are used very well. Teachers' day-to-day assessments are of very high quality and good use is made of marking pupils' books to both praise their efforts and provide direction for future work for the differing abilities. An appropriate amount of homework is set throughout the school and is used well to extend what is learned in school.
12. A particular strength of the teaching is the very good use of the effective cross-curricular links to promote different topics. For example, pupils in the Year 1/2 used their information and communication technology skills to create graphs about surveys they had done in school.
13. Pupils with special educational needs make good progress in relation to their prior attainment as a result of effective teaching that takes into account all their needs. Teachers provide good support for learning through well-matched tasks and the good use of support assistants whose work is of a high quality.

The leadership and management of the headteacher are excellent and staff with responsibilities monitor and evaluate teaching and learning very effectively.

14. The headteacher leads and manages the school in a calm and purposeful manner. She is very well supported by the assistant headteacher and all curriculum co-ordinators who very effectively monitor and evaluate developments in their subject areas. The provision for special educational needs is also managed very well. This excellent leadership and management is a crucial factor in the high standards of work, the very good quality of teaching, the excellent relationships within the school and the very good attitudes and behaviour of the pupils. The headteacher has a very good overview of the life and work of the school. The headteacher monitors teaching and learning closely and knows exactly where the relative strengths and weaknesses are in the school's work. All decisions made are first carefully and thoughtfully considered.
15. The headteacher, together with senior members of staff, very carefully evaluate the schools' work on a regular basis. They are all fully involved in the process of monitoring standards and this is successfully achieved through the sampling of pupils' work, the observation of lessons, analysis of performance data and the evaluation of target setting systems. Governors make a very good contribution to management; they are very well informed by the headteacher and extremely supportive of the school. They are closely involved in the future direction of the school through working on the school improvement plan and planning staffing needs. Day-to-day management of financial affairs and administrative matters are dealt with exceptionally well by the school secretary.
16. The school is very effective because maximum use is made of all available resources and the budget is systematically linked to making improvements that will benefit the pupils. This is illustrated by the prominent use of information and communication technology to attain high standards. For example, the information and communication technology co-ordinator has very carefully searched out the most effective computer network system, which provides straightforward access to all the available learning materials for all pupils.
17. The headteacher has exceptional skills in strategic planning and uses all available resources in the very best way. Excellent use is made of specific grants to ensure that the pupils gain the very best possible deal. For example, when it was discovered that the Reception class had a particularly large proportion of children with special educational needs, she was particularly effective in seeking additional funding for this class.

18. Best value is always sought and this is clearly evident through the excellent procedures to monitor and evaluate all systems in school. For instance, the school rigorously compares the performance of its pupils to those within the local education authority and also uses very well national statistics to evaluate improvements over time.

The attitudes and behaviour of the pupils in Years 1 to 6 are very good. Pupils develop excellent relationships with both their peers and adults in school.

19. There is a very strong climate of co-operation and friendliness amongst pupils. Their efforts are rewarded by excellent relationships in school. All pupils, whatever their level of achievement or age, form friendly and supportive relationships with each other. There is an excellent rapport between pupils and staff; pupils respond particularly well to their teachers, because the teachers generally have high expectations of their capabilities. Individually, they are keen to talk and learn from the adults they meet during the day. The pupils are very well motivated and any hesitant learners are encouraged through the strong and positive relationships. For example, in a Year 6 literacy and personal, social and health education lesson pupils worked together exceptionally well. They were required to decide how they might spend money won in the National 'Lotto' and showed high levels of maturity when they discussed each other's views.
20. Pupils behave very well in lessons, during assemblies and at playtimes. No pupil impinges on the learning of any other pupil by behaving in an unacceptable way. There is no evidence of anti-social behaviour around school. The high levels of discipline have a beneficial effect on teaching and learning.
21. With very little intervention from their lunchtime supervisors, pupils behave maturely in the village hall during lunchtime and very good social skills are demonstrated. The high standard of pupils' behaviour in lessons results in the school having high expectations of their maturity and responsibility in the playground. Parents are also satisfied with the very good standard of pupils' behaviour in school.
22. Pupils show a very good level of personal responsibility and use their initiative well. Their capacity for independence and personal study is very well developed through after-school activities and educational visits. This was illustrated during an after-school French Club where pupils used the French language to sensibly ask an inspector how she was! Pupils are very good at exercising the right amount of self-discipline when given the responsibility of representing their school in public or participating in assemblies. For instance, during the inspection, older pupils were asked to show the rest of the school their favourite cuddly toy and this was done with maturity. Pupils also represent their school in public speaking exercises when they are required to speak publicly and this is achieved very well. Parents also play their part, supporting and encouraging their children's personal study at home. In school, the carefully planned lessons enable pupils to contribute their own thoughts, ideas and methods of working.
23. Pupils talk with delight about their personal experiences of learning journeys and visits. Residential visits are particularly popular and the pupils express their enjoyment of their exciting experiences away from home. They participate enthusiastically in the very good range of extra-curricular activities, which help them acquire and develop new skills in sport, music, the creative arts and French. Pupils respond positively to the opportunities they have to assist the smooth running of the school. They carry out their tasks diligently with minimal reliance on adults. Pupils show they can organise their free time to complete the homework activities they are set.
24. There are frequent examples of pupils operating and thinking independently in lessons, particularly when they are required to act and respond quickly, as in, for example, their sessions of mental mathematics. Pupils very confidently raise points or ask questions to help them extend their knowledge and understanding of a topic. Their perceptive thoughts and comments often enliven lessons. For example, in a Year 4/5 history lesson, pupils created a poster for the advertisement of an assistant for Indiana Jones. The work was based on historical fact and pupils were able to do this because of their good historical knowledge and confident art skills.

The curriculum provided throughout the school is very good and all pupils are fully included in the wide and varied activities on offer. Provision for spiritual, moral, social and cultural development is very good.

25. One of the reasons why pupils achieve so well is because the school provides a very stimulating and varied curriculum. The Foundation Stage curriculum is exceptionally well planned and teachers ensure that provision is made for all areas of learning. The curriculum in Years 1 to 6 is based on nationally recommended schemes of work, which enables skills to be taught progressively throughout the school. This is a very good improvement since the last inspection when it was considered not balanced. Extra-curricular activities are excellent; these include an exceptionally rich provision of after school clubs, residential events and day visits to a wide range of places of educational interest. Musicians, artists and actors also visit the school regularly and these very successfully extend and further develop the experiences of the pupils.
26. Throughout the school, strong emphasis is placed upon the effective use of pupils' literacy and numeracy skills. This is achieved through the very successful implementation of the National Strategies for literacy and numeracy and the imaginative use of opportunities to develop these skills through work in other subjects. For example, in subjects such as history and geography, valuable opportunities are created for pupils to produce writing about various issues arising from their studies and timelines are used well to illustrate their chronological understanding. In subjects such as art and design and design and technology, pupils extend their vocabulary by learning new words related to the activities in which they engage. In science, investigative tasks that require accurate measurement develop pupils' numeracy skills.
27. Information and communication technology is an integral part of the daily life at school and this is clearly evident through all subjects of the curriculum. For example, investigations in both mathematics and science are successfully illustrated in graph form. Activities for English, such as letter writing, are presented in a very wide variety of differing formats. Pupils very confidently use CD ROMs to gain the required information for their topics in history, geography and religious education. Very good use is also made of musical programs that work alongside keyboards. Older pupils make excellent use of the available technology to create presentations on different subjects. Strong emphasis is placed on extending pupils' capability in the use of information and communication technology through work in other subjects. Regular and imaginative use is made of their skills. This was illustrated very well in a history lesson in the Year 4/5 class where the pupils were encouraged to seek out historical information, using CD ROMS and the Internet.
28. Provision for special educational needs is very good. The school has recognised the need for the special educational needs co-ordinator to specifically manage the paperwork. Children with behaviour or learning problems are swiftly identified on entry into school and the special educational needs co-ordinator works closely with class teachers and teaching assistants to provide appropriate activities. The co-ordinator and headteacher work very closely with the local education authority specialist team. Individual education plans are clear, consistent and provide manageable goals to achieve. The strong partnership between the school and home contributes significantly towards the good progress made by these pupils.
29. Provision for spiritual, moral, social and cultural development is very good. Spirituality is promoted very well through well-planned assemblies where high quality opportunities are provided for reflecting on day-to-day issues. This was evident during an assembly when the pupils were asked to consider their very special soft toy. They were then required to think how they may have felt if that toy was given away. Pupils learn to understand the difference between right and wrong and understand fully the classroom rules that they have devised. Social development is very good and this is because personal, social and health education has an extremely high focus in the school. Pupils are provided with numerous opportunities to work together in groups and pairs. Older pupils are encouraged to help younger ones in assembly, at lunchtime and in the playground. They are also given many opportunities to learn to be part of the local community by participating in village events. Provision for cultural development is very good. It is promoted

through the scheme of work for religious education; visits have been organised from multi-cultural dancers and links have been formed with a school in Atlanta, United States of America. Displays of pupils' work around the school fully reflect the multi-cultural society in which they live.

The school works very closely with parents and the local community.

30. The school is very popular and this is a very healthy situation. A summary of parents' responses to the parents' questionnaire prior to the inspection and various letters sent to the Registered Inspector, indicate that the school is held in high esteem.
31. Parents support the school very well. Although a small minority would like to see closer links, communication is excellent between home and school. The school presents an effective range of information to parents concerning what pupils will be studying and communication about pupils' progress is good. A variety of parents and friends regularly help in school and on trips and visits. Parents and a much wider range of friends support the school particularly well in fund-raising and volunteer help. They have raised large sums of money, which have considerably enhanced the learning environment. For example, the Friends of the School have contributed to half of the cost of the building works (£35,000) to create the library and has raised £7,000 towards the new computer suite. There is a high level of interest among parents concerning the school. This is illustrated when Parent Governor vacancies arise and there is no shortage of nominees. The school features strongly in the life of the village, sharing facilities and events with the neighbouring village hall.
32. Blockley Primary School is a member of the Cotswold Edge Cluster group of schools and very close links exist between the schools involved. Staff training, pupils' activities and curriculum specialists are shared between the schools involved. This ensures that expertise is very well used. For instance, this cluster successfully bid for a specialist musician who teaches music to all schools within the cluster.
33. The school works very closely with the neighbouring secondary school at Chipping Camden. Activities include a previous summer school for gifted and talented pupils, working with Years 3 to 6 on science and information and communication technology and using mathematical expertise for the higher ability groups in Years 5 and 6. Transfer arrangements to secondary education are of very high quality and include full records of individual needs and information on particular areas of concern. This not only ensures that a smooth transfer is achieved, but also that there is a good, even progression in the acquisition of skills.

WHAT COULD BE IMPROVED

34. This school has no major weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. The school has no major areas to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	4	0	0	0	0
Percentage	18	59	23	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	143
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
---------------------------	-----

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	9	9
	Girls	8	8	8
	Total	14	17	17
Percentage of pupils at NC level 2 or above	School	82 (89)	100 (89)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	7	7	7
	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	92 (93)	100 (80)	100 (87)
	National	75 (74)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	5
	Girls	7	7	7
	Total	13	13	12
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (80)	92 (80)
	National	72 (70)	74 (72)	82 (79)

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

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	119
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	18.6
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	90

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
	£
Total income	268,101
Total expenditure	271,638
Expenditure per pupil	2,209
Balance brought forward from previous year	7,496
Balance carried forward to next year	3,959

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	2.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 61%

Number of questionnaires sent out	143
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	2	0	1
My child is making good progress in school.	49	46	2	1	1
Behaviour in the school is good.	43	51	2	0	5
My child gets the right amount of work to do at home.	29	53	14	1	3
The teaching is good.	56	36	2	0	5
I am kept well informed about how my child is getting on.	53	33	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	67	23	7	3	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	40	44	9	7	0
The school is well led and managed.	64	24	3	2	6
The school is helping my child become mature and responsible.	57	36	2	0	5
The school provides an interesting range of activities outside lessons.	60	24	8	0	7

Other issues raised by parents

During the meeting held prior to the inspection with the Registered Inspector and parents a small number expressed concern over the size of the Year 4/5 class. The inspectors looked at pupils' work, scrutinised individual education plans, and observed a number of lessons in this class. They were unable to agree with the parents who felt that the size of the class was having a negative impact on standards and judged that all pupils were provided with work, which appropriately matched their needs.