

INSPECTION REPORT

TORTWORTH VC PRIMARY SCHOOL

Tortworth, Wotton-under-Edge

LEA area: South Gloucestershire

Unique reference number: 109180

Headteacher: Mrs. L. Davis

Reporting inspector: Mr. Graham Martin
21563

Dates of inspection: 11th –12th March 2003

Inspection number: 246889

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

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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:	Tortworth Wotton-under-Edge Gloucestershire
Postcode:	GL12 8HG
Telephone number:	01454 260510
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. Michael Pirie
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tortworth Primary School is a small, rural Voluntary Controlled School for pupils aged four to 11. It was first built in 1796 by the third Earl of Ducie to provide education for the children of estate workers. The school is set in very pleasant surroundings some distance from the nearest village. Pupils come from a mixture of local authority, estate tied and privately owned housing. There are ninety children on roll, which is more than at the time of the last inspection. Most of the pupils travel from nearby surrounding villages, hamlets and farms. The pupils are grouped into four classes, three of which are mixed-age, with a separate Year 6 class. Most children begin the school at the start of the school year before they reach the age of five. The school's assessment records show that there is a wide spread of attainment among the children when they start school. More than a third of the pupils have some form of special educational need, ranging from specific and moderate learning to physical difficulties. This is higher than the national average and includes over four per cent of pupils with statements of special educational needs. As a result, the average level of attainment on entry to the school is below the average for children of similar age. Just over ten per cent of the pupils are eligible for free school meals. All pupils on the school roll come from a white British background.

HOW GOOD THE SCHOOL IS

This is an excellent school. Standards are very high. Pupils learn very well and their achievement is excellent because of the very good teaching throughout the school. The pupils behave very well and they have very good attitudes. The running of the school is highly effective because of the excellent leadership and management of the headteacher and governors. The school provides very good value for money, even though the cost of educating children in a small school is higher than average.

What the school does well

- Standards are among the best in the country. This is because the very good teaching promotes rapid learning, which results in excellent achievement for all pupils, including those with special educational needs.
- The headteacher gives the school excellent leadership. This, combined with the similarly excellent work of the governors, means that the school is extremely well led and managed.
- Everyone involved in the school is strongly committed to its success so they successfully provide an excellent range and quality of learning opportunities. As a result, pupils are very well prepared for living in a diverse society.
- The pupils respond to the excellent opportunities for learning very well. Their very good attitudes and the excellent relationships in the school contribute to very good learning.
- The school provides excellent opportunities for pupils' spiritual, moral, social and cultural development. It has excellent procedures for ensuring that pupils are well cared for.
- Extensive and effective links with parents have a very good effect on how well the pupils learn.

What could be improved

- The slight increase in requests for absences that need to be authorised by the school, such as for holidays, needs further attention in order to promote better overall attendance.
- While the accommodation in the main school building has been substantially improved, there is a need to provide better accommodation for the pupils taught in the temporary classrooms still being used.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in March 1998, when it had a favourable report at that time. The excellent leadership of the headteacher has an outstanding impact on the school's improvement. Standards in English at the end of Year 2 have improved. This is because there has been very good improvement in the teaching of phonics, spelling and punctuation for pupils in the reception class and in Years 1 and 2. Teaching was consistently effective then, now it is very good. One significant improvement in teaching is the way that teachers plan very well for the mixed-age classes. This means that pupils of different ages in the same class can learn at a pace that suits their needs. The school has extended the range and quality of learning opportunities very well, such as by teaching all pupils to play a tuned musical instrument. Very good improvements have been made to the accommodation. Children under five in the reception class have much better access to a secure outdoor play area. They no longer have to use toilets outside the school building. Improvements to the entrance area are very good, meaning that the school office is much more conveniently situated. All of the areas for improvement pointed out in the last inspection have been addressed very well. However, attendance in 2001/2002 was a little below that at the time of the previous inspection because of a small increase in the number of absences requested by parents for holidays during term time. The school has excellent capacity for improvement because of the high quality of leadership and teamwork in the school.

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
	2000	2001	2002	2002
English	D	A	A	A*
Mathematics	E	B	A*	A*
Science	C	B	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has improved standards in English, mathematics and science since the last inspection in 1998. This has been recognised by an Achievement Award from the Department for Education and Skills (DfES) in 2002. The results of Year 6 pupils in the 2002 National Curriculum tests in mathematics and science were very high compared to the national average. They were in the top five per cent of schools in the country. Results in English were well above average. Over the last five years the improvement in performance in Year 6 tests has been in line with the national trend. For the current Year 6 pupils, attainment in English, mathematics and science is well above average. Pupils achieve extremely well from a low average level of attainment on entry to the school. Children in the reception year achieve very well. By the time they begin Year 1 of the National Curriculum, the children meet the national expectations for the end of the reception year. Pupils in Years 1 and 2 make excellent progress and by the age of seven their work shows that they attain standards above those expected for their age. In 2002, only ten pupils were assessed in the national tests and assessments for Year 2 pupils. Because of this, caution should be used when interpreting the results, which show that the number of pupils attaining the expected Level 2 or above in reading, writing and mathematics was below the national average. Similarly, the small number of pupils in each year means that, because each pupil represents a large percentage of the year group, there is fluctuation in the school's trend in performance over time. The school is well aware of this and takes care to track the learning and attainment of each pupil individually, so that the achievement of each pupil can be recognised, celebrated and evaluated in the context of the school's overall performance. Realistic but challenging Year 6 test result targets are

set each year, using very good information from the individual assessment of each pupil. The school has exceeded its targets for the Year 6 test results in the last two years. Because the school has a higher number of pupils with special educational needs in its Year 6 class this year, the targets are lower for this group of pupils. The work that these children are currently producing shows that the school could expect to meet its targets for the 2003 Year 6 tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond well to the varied and rich opportunities the school provides for their learning.
Behaviour, in and out of classrooms	Very good. Pupils know what is expected of them at school; as a result they develop very positive attitudes and good moral values.
Personal development and relationships	Excellent. The school thrives as a community in which all pupils make a positive contribution to its work.
Attendance	Satisfactory. Currently, attendance is similar to the national average but, in the 2001/2002 school year, authorised absence was a little higher than that found nationally.

Pupils have very good attitudes and behaviour because the school has excellent provision for the pupils' personal and moral development. This results in excellent relationships. Therefore, the school is a welcoming and happy community where very positive attitudes to learning are a major contributing factor to the pupils' excellent achievement. The school has made some efforts to discourage the increasing number of requests for authorised absences, such as by producing a guidance leaflet for parents. Further work could be done to help families to realise how much these absences can adversely affect their children's learning.

TEACHING AND LEARNING

Teaching of pupils in:	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.

Inspectors observed a wide range of subjects, including English and mathematics. Teaching ranged from good to excellent. The overall quality of teaching is very good. Very good and excellent teaching was seen in English, mathematics, geography, French and information and communications technology. Teaching is very good for all groups of pupils, including those with special educational needs. Reception class children learn very well because they are taught skillfully and the teacher encourages their natural inquisitiveness. Pupils in Years 1 to 5 are also taught very well because teachers provide for their individual learning needs effectively in the mixed-age classes. As a result, their learning is very good. The very good teaching of both teachers who work with the Year 6 pupils leads to excellent achievement as a result of very good learning. The overall quality of teaching is enhanced by the very good support provided by teaching assistants in each class, who work very effectively in partnership with the teachers. Pupils throughout the school learn very well in their literacy and numeracy lessons because the teaching of basic skills is very good. Small groups of pupils are given very good support by the teaching assistants, who have a very clear understanding of what the teacher expects the pupils to achieve. This support, and that given to the larger groups by the class teacher, enables all pupils to learn rapidly. Teachers make very good use of the computers to develop the skills of information and communications technology. Pupils learn well how to use computers to research information to help them with their

work. Very useful software programs encourage their learning in all subjects, particularly in the basic skills of literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum provides excellent access to a rich learning experience for all pupils. The teaching of French to all pupils is highly valued by parents. The excellent opportunities provided to develop an appreciation of a diverse society means that pupils are well prepared to succeed in a rapidly changing world.
Provision for pupils with special educational needs	Very good. Provision is very effective because teachers and teaching assistants plan very well together to meet the needs of all pupils. This joint planning succeeds in motivating pupils to try their best and helps them to be successful.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop very good moral and social awareness because there is excellent provision for their personal development. Their spiritual and cultural development is promoted to great effect because of the excellent richness of the curriculum and the excellent opportunities to learn about the wider world.
How well the school cares for its pupils	Excellent. The quality of care shown to pupils is exemplary. There is excellent monitoring of pupils' personal, social and academic development. Individual needs are provided for extremely well because the teachers and other staff know the pupils very well.

The range and quality of learning experiences provided by the school is excellent. The National Curriculum is enriched with a varied range of activities and experiences within and beyond the school day. Schoolwork is made relevant and interesting because of the way that teachers put lessons into real-life contexts. Parents value the wealth of experience the school works hard to provide for their children, such as through the teaching of French and the links with schools in other European countries. Careful thought is given to the way in which classes are organised each year. This means that teachers can plan well ahead for the needs of pupils of different ages in their class. The school establishes very good links with parents, many of whom help in the school. Their contribution has a good impact on their children's learning and that of other pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The highly effective leadership of the headteacher gives the school a strong sense of direction. Therefore, all staff work together to achieve the school's aims. Together, they are successfully improving standards.
How well the governors fulfil their responsibilities	Excellent. The governors give the school whole-hearted support. They are very knowledgeable about the school's improvement. Their commitment is a key factor in the success of this highly effective school.
The school's evaluation of its performance	Excellent. The headteacher, staff and governors know exactly what they need to do to continue to improve the school. This is shown clearly in the very effective action taken to achieve the aims set out in the school

	improvement plan.
The strategic use of resources	The school has an excellent awareness of how to use resources to improve standards and benefit its pupils. Consequently, resources are used efficiently and care is taken to ensure that public money is well spent.

The leadership and management of the school are great strengths. Together, they make for a highly effective school because they affect the quality of teaching and the opportunities for learning. The staff and governors obtain best value because public money is used to excellent effect in helping all pupils to achieve their potential and become socially responsible. The staffing is adequate for the size of the school and all teaching and non-teaching staff make very good contributions to the success of the school. The accommodation has been significantly improved since the last inspection. Replacing two temporary classrooms with permanent structures would further improve the accommodation.

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 achieve well and the school encourages their children to do their best. • The teaching is good and parents know that they can approach staff to discuss their child at any time. • Their children like school and are happy; they are cared for well. • The school provides interesting opportunities within and outside the basic curriculum. 	<ul style="list-style-type: none"> • A few parents held the view that their children are given too much or too little homework. • A small number of parents felt that their child was not making enough progress.

The inspectors agree with the parents' positive views of the school. The amount of homework follows the national guidelines. Learning is very good and achievement is excellent. All pupils are working at levels that are in line with their ability.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are among the best in the country. This is because very good teaching promotes rapid learning and results in excellent achievement for all pupils, including those with special educational needs.

1. In the 2002 National Curriculum tests for Year 6 pupils, all pupils reached the expected level 4 or above in English, mathematics and science. This is very high in comparison with schools similar to Tortworth Primary and to schools throughout the country. The results for mathematics and science put Tortworth in the top five per cent highest achieving schools, both nationally and for similar schools. Only eight pupils took the national tests in 2002. The school is well aware that it must evaluate its success carefully because, statistically, the small numbers of Year 6 pupils means that percentages can vary considerably from year to year. Nevertheless, the school is justifiably proud of the success of each individual pupil and of the fact that the school's targets for each pupil were met. The success of the work of the staff in raising standards was recognised by an Achievement Award from the Department of Education and Skills in 2002.
2. The school has high expectations of, and aspirations for, all its pupils. This includes those pupils who have higher than average ability and those who have particular gifts or talents. The percentage of Year 6 pupils who attained the higher level 5 in English, mathematics and science in the 2002 tests was well above the national average. These results and those from previous years are significant because records show that the average level of attainment when pupils start the school is below average. It is clear that the leadership of the school aspires both to high attainment and has in place effective strategies to bring about excellent achievement.
3. The results of the 2002 tests and assessments for pupils in Year 2 at the end of the first key stage are below the national average in reading, writing and mathematics. These results also need cautious interpretation as only ten pupils took the tests. Inspection of these pupils' work (now in Year 3) shows that their attainment is in line with national expectations. The work of the current Year 2 shows good attainment, above national expectations. The present Year 6 pupils are on target to achieve standards above those expected nationally. All of this evidence points to very good learning throughout the school, which is borne out by the quality of learning seen during observations of lessons.
4. A comparison between the results achieved in Year 2 and the attainment of pupils on entry to the school shows that there is very good achievement in the reception year and excellent achievement in Years 1 and 2. When the results of tests taken at Year 6 are compared with those achieved in Year 2, they show excellent achievement overall. This is true for all groups of pupils; boys and girls achieve equally well, as do pupils with below average, average and above average ability and those pupils who have special educational needs.
5. The great majority of parents who answered the parents' questionnaire think that their children are well taught. All parents who came to the meeting before the inspection said that their children make good progress, whatever their ability. Parents agreed that teaching mixed-age classes must present particular challenges but felt that the teaching was good enough to overcome any difficulties. In fact, the inspection found that teaching is very good throughout the school. Teachers plan very well for the mix of ages and abilities in the four classes. Teachers' plans show clearly

how lessons will be taught to meet the needs of the spread of age and ability in the class. The last inspection found that the planning for mixed-age classes was not as good as it could be so there has been a noticeable improvement since the last inspection. This is due to the way that the headteacher influences whole-school planning and how teachers take on the responsibility for managing their classes well.

6. Inspectors were able to see for themselves how effectively the teachers meet the needs of all pupils by planning appropriately for all age and ability groups. In a very good mathematics lesson about angles for Year 6 pupils, the necessary level of challenge for each ability group was met well by providing more or less difficult work. The teaching assistant was available to support the learning of pupils with special educational needs. In this way, the teacher was able to stretch the above average pupils while giving the necessary support to the pupils who needed more explanation of the ideas they were learning. Very good use was made of a computer program to make the idea of acute and obtuse angles more clear. As a result, learning was very good and all pupils achieved extremely well.
7. The pupils make a big contribution to their own learning. Their natural inquisitiveness and interests are nurtured well by their teachers. Because the work they are to do is explained clearly to them, the pupils are able to know whether they have been successful in their work. With the help of their teacher or other pupils they can see what they need to do to improve. Pupils were quite happy to discuss the quality of their work with inspectors, and to consider its value against what their teacher and they themselves expect. They think carefully about what they need to do to make their work better.
8. Lessons were very successful where teachers kept to a simple lesson structure that pupils could follow readily. By varying the pace and activities in lessons, teachers keep their pupils interested and focused on learning. Teachers know the abilities of their pupils very well indeed. Because of this, they respond to the individual needs of pupils very well, so that each pupil can learn at a pace that suits their age or ability.
9. The governors effectively finance small classes for pupils who need additional help with their literacy. The teaching assistants who work with these small classes have a very good knowledge of teaching the basic skills of English. The work they give the pupils to do is precisely pitched to the pupils' ability. This means that the pupils they work with learn very well so that they can feel successful in the lessons they have with the rest of their class. The teachers value very highly the assistance they get from the teaching assistants. Teachers know that the work the teaching assistants do adds value to their own teaching because without them they might not be able to provide so well for every pupil.

The headteacher gives the school excellent leadership. This, combined with the similarly excellent work of the governors, means that the school is extremely well led and managed.

10. There is a clear link between the excellent leadership and management of the school and the standards the pupils achieve, both in their academic and their personal development. Parents value the very hard working headteacher, who has maintained the good reputation of the school. The very effective working relationship she has with the governing body means that there has been very good improvement since the last inspection. This is seen in the improvement to the accommodation, particularly the entrance area, library and staffroom. The improved facilities for children in the foundation stage, such as the easier access they have to their outdoor play area, enhance learning for these children. Altogether, the work by the headteacher, governors and staff, working as a team in collaboration with the support of parents, has resulted in significant improvements to the school that directly benefit the pupils, both in their learning and in the quality of provision.
11. The school is very effective in evaluating for itself how well it is doing. Good support from a link adviser enables the school to review its work well so that governors and staff can understand how effective they are and seek ways to improve. The governing body fulfils its role as that of critical

friend very effectively and the governors give excellent support and encouragement to the headteacher and staff.

12. Excellent leadership and management leads to high standards because the supportive work of the whole staff team enables the headteacher to focus on the important things that need to be done to bring about change. For instance, the dedicated work of the school secretary takes some of the burden of administration from the headteacher, enabling her to work on developing the curriculum and promoting better teaching and learning. This is the reason that teaching is very good and achievement is excellent. The excellent leadership example of the headteacher and the high quality of management by the governors lead to similarly high quality management of change by teachers with specific responsibilities. The work of subject leaders, for example, shows a commitment to providing the best possible opportunities for learning for all pupils.

Everyone involved in the school is strongly committed to its success, so they successfully provide an excellent range and quality of learning opportunities. As a result, pupils are very well prepared for living in a diverse society.

13. The National Curriculum subjects are all covered very well in an excellent curriculum that is extremely well enriched. Because the curriculum is well planned and because all subjects are valued for the way in which they can add learning and quality to the pupils' lives, pupils' knowledge, skills and understanding are consistently well developed as they get older. The pleasure and enjoyment pupils gain from the richness of the school's curriculum is clear to see in the way that they respond to their environment, to the nature around them, to art and music and to learning in all subjects.
14. The strong provision of the essential subjects of English and mathematics promotes very effective learning and results in excellent achievement. Great emphasis is placed on the development of basic skills. In the reception class and in Years 1 and 2 of the National Curriculum, there is a much stronger focus on the teaching of phonics than at the time of the last inspection. In one very good lesson, reception children and Year 1 pupils learned letter names and sounds very well because the teachers and classroom assistant made the distinction between the sounds and the names of letters very clear. Very good teaching like this has brought about better achievement in the basic skills of English, and, therefore, higher standards of reading, writing and spelling by the end of Year 2. This is very good improvement since the last inspection.
15. Nearly all of the parents who returned questionnaires said that their children like coming to school. Those parents who attended the parents' meeting said that their children are keen to learn. They said this is because the children find school interesting and the teachers care for them well. Parents are pleased that the school enriches the children's learning with a broad range of activities. For example, they felt that their children are excited about learning some basic French, which is taught right through from the reception class to Year 6. They also like the way the school promotes music by teaching all of the children to play the ocarina. These opportunities, they said, add to the learning in the school and help their children to benefit from learning beyond the basic curriculum.
16. The school does extremely well in showing the pupils how learning in one subject can help them to understand another. In a good science lesson for pupils in Years 2 and 3 about how individuals are unique, the teacher discussed the physical features and characteristics of humans well. The pupils then used their observational and writing skills to write a description of another pupil. Their use of descriptive words had to be accurate so that other pupils could guess who their 'mystery person' was.
17. The excellent development of the school's curriculum has been a significant improvement since the last inspection, when it was already a strength. By developing the curriculum for French, music, art and other creative subjects, the teachers have enriched the learning of all pupils. This is because the enjoyment and success that all pupils get from learning in these areas benefits their learning in the essential skills of literacy and numeracy. The bright, cheerful and informative displays around

the school send out a clear message to the pupils that their work is valued and that it is being celebrated.

18. The school provides a very good range of activities outside of normal lessons and lesson time. The parents at the meeting said that they valued the time and energy given freely by the teachers and others who provide the many clubs, including recorders, computer, art, football, folk dancing, singing, drama and short tennis. The help given by parents to run and assist with running some of these clubs is valued by the pupils, teachers and other parents.
19. Because the curriculum has such breadth and richness, the school extends the pupils horizons beyond their own attractive environment. So, the pupils learn that other parts of the world are less lovely and they understand that children elsewhere live their lives differently. This awareness and understanding of the similarities and differences between localities and people that the school promotes so well go a long way towards preparing the pupils to live in a society that is diverse and rapidly changing.

The pupils respond to the excellent opportunities for learning very well. Their very good attitudes and the excellent relationships in the school contribute to learning very well.

20. Relationships in the school are excellent. This is the result of the way in which the school values the pupils and helps them to develop very good attitudes to the school, to learning and to each other. Pupils are very well behaved because they have positive attitudes and because the school and parents agree on how children should respond to school. The school works very well with parents to establish an agreed code of conduct that is understood by all pupils. People inspectors spoke with agreed, without prompting, that this is a very friendly and happy school. Parents felt that they could happily approach the school with any concerns or anxieties, and that the school would do whatever it could to help. The very good working partnerships between the adults in the school set a very good standard for the pupils to follow.
21. As a result of all this, the pupils' learning benefits. When working together, pupils show interest in each other's work. They discuss work thoughtfully and, as a result, they help each other to learn very well. The trust that teachers show for their pupils is evident through the confidence that pupils have in their teachers. For example, in a good practical science lesson for Years 4 and 5 about evaporation and condensation, the teacher encouraged discussion as well as investigation so that pupils learned very well. The way in which the teacher encouraged pupils to think about everyday examples of seeing water evaporate showed confidence in her knowledge of their previous learning.

The school provides excellent opportunities for pupils' spiritual, moral, social and cultural development. It has excellent procedures for ensuring that pupils are well cared for.

22. Excellent variety and opportunities in the curriculum mean that pupils develop an excellent awareness of the wonders of the world around them. Good acts of worship, such as the one seen which celebrated the gift of music, help the pupils to appreciate the gifts and talents that we can develop with practice. Pupils who accompanied hymn singing by playing the ocarinas very well showed this to great effect. The school has very good links with schools in other European countries. Learning about the differences between the localities helps the pupils to appreciate the beauty and tranquility of their own locality as well as developing a value of the wider world. The strong emphasis that the school places on creative art, music, dance, and drama very effectively promotes the pupils' appreciation of their own culture and their understanding of others.
23. Because the school works well with parents to establish clear links between the moral values and attitudes that parents expect their children to develop and what is expected of pupils' behaviour at school, the provision for pupils' moral and social development is excellent. By encouraging pupils to be responsible, helpful and concerned with the needs of others, such as through the system of school helpers, the school sends out a clear message to pupils and parents that pupils are expected to develop into responsible and mature young people. At the meeting for parents, all

parents present agreed that the school does this well. This is borne out by the result of the questionnaire, which shows that the great majority, ninety eight per cent, of parents feels that the school is helping their children to become mature and responsible.

Extensive and effective links with parents have a very good effect on how well the pupils learn.

24. At the meeting for parents, the good communication that parents have with the school was praised. Parents are grateful that the school has teachers who are approachable and ready to discuss any problems or concerns at almost any time. Parents have very good access to information about the school and their children. The school newsletters are informative and a direct link between the work of the school and the community. At parents' evenings, parents discuss their children's work and learn what they need to do to help their children to do better. Parents receive a written progress report towards the end of the summer term to inform them how well their child is doing and to guide them towards what aspects of learning may need a little more attention. The school sends out good information about the work and activities that the pupils are doing so that parents can be involved in their children's learning and have close links with the work of the school.
25. Parents support the work of the school very well. They like to attend sports days, concerts, plays and special assemblies. Parents are quick to volunteer to help the school whenever there is a call for help. The school puts the skills and talents of parents to good use to encourage the pupils to work and learn well. For example, a beautiful frieze picture of a dragon produced with the help of an artistically talented parent takes pride of place in the school entrance.
26. A very active association called 'Tortworth School Association' works very well to support the school. The association meets regularly to plan social and fund-raising events. These events bring families and the community together and contribute very effectively to the social as well as financial well-being of the school.
27. The school has produced a selection of five very useful leaflets. These leaflets give parents helpful guidance on how the school promotes good behaviour, reading, homework, provision for special educational needs and attendance. The leaflet on attendance gives clear advice to parents on what they need do to in cases where their child is unable to attend school. However, there has been a small rise in the number of requests for absence for holidays.

WHAT COULD BE IMPROVED

The slight increase in requests for absence that need to be authorized by the school, such as for holidays, needs further attention in order to promote better overall attendance.

28. The school provides good guidance on attendance for parents through a leaflet that is freely available. Attendance is close to the national average but there is a slight, though noticeable, increase in the number of absences that can be attributable to, for example, parents removing their children from school during term time for holidays. So that attendance does not fall further behind the national average, the school needs to give some attention to promoting parents' awareness of their responsibility to avoid their children missing more school than is absolutely necessary.

While the accommodation in the main school building has been substantially improved, there is a need to provide better accommodation for the pupils taught in the two temporary classrooms still in use.

29. The school responded very well to the areas for improvement in the last inspection, including providing better accommodation in the main building. The school is now in a position to consider how it will maintain this progress of improvement so that pupils and teachers working in temporary classrooms that are close to the end of their usefulness can be provided with better facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To continue with the very good improvement since the previous inspection, the governors, headteacher and staff of the school should:

- (1) Promote a greater awareness among parents and pupils of how too frequent unnecessary absence can have a detrimental impact on children's learning. (Paragraph 28)
- (2) Continue to improve the accommodation of the school by seeking ways of working with partners, such as the local education authority, to fund replacements for temporary classrooms, thus providing better facilities for the pupils and staff working in these classrooms. (Paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	10	0	0	0	0
Percentage	6	31	62	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	90
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	30

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.5%
National comparative data	5.4%

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	2	2	2
	Total	6	7	7
Percentage of pupils at NC level 2 or above	School	60 (69)	70 (69)	70 (62)
	National	84 (84)	84 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	2	2	2
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	70 (62)	70 (69)	70 (54)
	National	85 (85)	89 (89)	89 (89)

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
	2002	2	6	8

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	2	2	2

Numbers of pupils at NC level 4 and above	Girls	6	6	6
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (86)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	6	6
	Total	7	8	8
Percentage of pupils at NC level 4 or above	School	100 (57)	100 (57)	100 (86)
	National	73 (72)	74 (74)	82 (82)

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	90
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)	4.5
Number of pupils per qualified teacher	20
Average class size	22.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

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	2	1
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	2001-2002
	£
Total income	292,180
Total expenditure	285,911
Expenditure per pupil	3,212
Balance brought forward from previous year	6,798
Balance carried forward to next year	13,067

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	2	2	0
My child is making good progress in school.	51	36	11	2	0
Behaviour in the school is good.	33	65	0	2	0
My child gets the right amount of work to do at home.	38	47	9	2	4
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	44	44	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	82	14	0	4	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	44	47	7	2	0
The school is well led and managed.	51	44	3	2	0
The school is helping my child become mature and responsible.	58	40	2	0	0
The school provides an interesting range of activities outside lessons.	58	36	2	2	2