



# St Briavels Parochial Church of England Primary School

## Inspection Report

**Unique Reference Number** 115697  
**LEA** Gloucestershire  
**Inspection number** 279659  
**Inspection dates** 3 May 2006 to 3 May 2006  
**Reporting inspector** David Westall AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Voluntary aided		Lydney
<b>Age range of pupils</b>	3 to 11		Gloucestershire GL15 6TD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01594 530428
<b>Number on roll</b>	83	<b>Fax number</b>	01594 531025
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Rees
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mrs Mandy Lloyd

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

St Briavels is a four class village school. The socio-economic circumstances of most parents and the overall percentage of pupils with learning difficulties are all broadly average. Standards on entry to Key Stage 2 vary each year but are generally just above average. An important factor is the significant proportion of pupils who join or leave the school, particularly in Years 3 to 6; this often affects the standards that pupils reach by the end of Years 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a sound school which provides satisfactory value for money. Pupils' achievement and the quality of teaching are satisfactory and include some important strengths. Pupils with learning difficulties make good progress. Children achieve well in the Reception class and in Years 1 and 2 as a result of effective teaching. However, the progress of pupils in Years 3 to 6 is slower and is only satisfactory. This is because the teaching varies between good and satisfactory. Additionally, there are weaknesses in pupils' mathematical problem-solving skills in Years 3 to 6. The most capable pupils often mark time in Years 5 and 6. While assessment procedures are generally satisfactory, pupils' individual learning targets are not used well enough in Years 5 and 6. The school is a caring community and pupils' personal development, well-being and attendance are good. The curriculum is particularly well matched to children's needs in the Reception class and is satisfactory in Years 1 to 6. The leadership and management of the school are satisfactory. The headteacher provides a clear sense of direction and the school has an accurate view of its performance as a result of sound self-evaluation procedures. The work of subject leaders is sound and the co-ordinator for pupils with learning difficulties fills her role well. The school has made satisfactory progress since its last inspection and is in a sound position to improve further.

### What the school should do to improve further

- Strengthen the quality of teaching in Years 5 and 6 so that it is consistently good and the more able pupils are sufficiently challenged by their work.
- Further develop pupils' mathematical problem-solving skills in Years 3 to 6.
- Ensure that pupils' individual targets are used so their learning in English and mathematics is improved in Years 5 and 6.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. It is good in the Reception Class and in Years 1 and 2. In Years 3 to 6, pupils' progress varies between good and satisfactory. Pupils generally achieve well in Years 3 and 4 but their rate of progress in Years 5 and 6 is only satisfactory. This can be linked to the weaknesses in teaching particularly the lack of pace and insufficient challenge. Nearly all children reach average standards by the end of the Reception Year and a significant minority do better. Pupils' good progress continues in Years 1 and 2 so that standards are above average at the end of Year 2, as they were in 2005. Overall standards are broadly average in Year 6. The difference between standards in Year 2 and Year 6 is largely due to the relatively high number of pupils that join or leave the school between Years 3 and 6. For example, the group of current Year 6 pupils no longer contains several of the higher attaining pupils who were present when in Year 2. The results of the national tests in Year 6 in 2005 were also broadly average. However, these results showed that pupils' overall progress from their Year 2 results was significantly below average, mainly due to their

slow progress in mathematics and the inconsistent approach to challenging them. The school has taken action that has improved pupils' progress in the current year. Nevertheless, while pupils' overall achievement in mathematics is now satisfactory, their problem-solving skills require further development across Years 3 to 6. The school met its moderate targets in English and mathematics in Year 6 in 2005. The targets for 2006 are more challenging, and the school is on course to meet these. Pupils with learning difficulties achieve well because they are given good support. The progress of the most capable pupils is adequate, overall, although these pupils sometimes mark time in Years 5 and 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The attendance rate is good, and pupils enjoy school and behave well. Overall, pupils' attitudes to learning are good. However, some of the older pupils say that they sometimes get bored when they are expected to listen for too long before starting their work, or are given tasks that are too easy. Pupils' spiritual, moral, social and cultural development is good. There is a strong Christian ethos and assemblies, religious education lessons and a "Values for Life" programme promote these qualities well. Pupils explore other cultures and beliefs through various subjects and international links with other schools. They are aware of the needs of others, work well in teams, follow rules, and gain confidence. As a result, they are well prepared for future life. When given responsibility, pupils respond well, including acting as representatives of the school council. The council has introduced initiatives such as a healthy snack shop, reflecting pupils' good understanding of the importance of healthy eating. Pupils make a positive contribution to the community, for example by fund raising and through taking part in village activities. Pupils feel safe, are safety conscious and recognise the need for regular exercise.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In Reception and Years 1 and 2, the teaching is good and enables pupils to do well. In Years 3 to 6, the teaching is more variable and is satisfactory, overall, enabling pupils to make sound progress. It is good in Years 3 and 4 and satisfactory in Years 5 and 6. Teachers' explanations are clear and the teaching is usually lively. For example, comments from Year 2 pupils included 'We work hard because our teacher makes lessons interesting and fun'. In the best lessons, teachers know exactly when to intervene with guidance and when to let pupils work things out for themselves. However, in the satisfactory lessons in Years 5 and 6, the more able pupils are insufficiently challenged, pace is often too slow and the pupils' books show that they should be expected to complete more work. Assessment procedures are satisfactory. They are good in Reception and are also used well to plan the next steps in learning in Years 1 to 4. However, in Years 5 and 6, tasks are

sometimes less well matched to pupils' needs, and pupils are not sufficiently involved in evaluating their progress towards their individual targets in English and mathematics.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and is usually matched to the learning needs of pupils, including those with learning difficulties. However, the most capable pupils in Years 5 and 6 often require more difficult work. Children in the Reception class benefit from a rich and relevant curriculum while, in Years 1 to 6, satisfactory provision is made for the development of pupils' key skills in literacy, numeracy and information and communication technology. However, in mathematics, problem-solving is underdeveloped across Years 3 to 6. Provision for pupils' personal development is good, and opportunities to learn about the sensible use of money, for instance, prepare them well for their future economic well-being. A broad range of experiences enriches day-to-day lessons including visitors, themed events, a good range of clubs and visits to places of interest, including two residential trips in Years 3 to 6.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good. Pupils feel safe and they confidently share any worries they may have with staff because of the secure relationships that exist throughout the school. Parents are very pleased with the way their children are looked after. One parent wrote: 'The warm and secure environment fosters learning and helps my children to enjoy school'. Pupils are encouraged to help each other and willingly respond, for example, by acting as "buddies" to younger pupils. Parents report that this has a positive impact on their attitudes to others. Child protection procedures are good and statutory requirements for pupils' health and safety are fully met. All staff are trained in first aid and are well informed about accident or emergency procedures. Teachers know their pupils well and effectively nurture pupils' personal development. Their support for pupils' academic development is satisfactory, although some pupils are unclear about their targets, and this restricts their learning.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. Sound improvements have been made since the last inspection, and the school has the capacity to secure further improvements. The school's self-evaluation procedures are satisfactory, and it has a realistic view of its strengths and weaknesses. The headteacher regularly checks the quality of teaching and the progress pupils are making. Teachers are given pertinent feedback to inform their work. The headteacher provides a clear sense of direction, and the school development plan identifies sensible priorities. For example, following a dip in pupils' achievement in the Year 6 statutory tests in 2005, there has been a sustained emphasis on improving pupils' progress in mathematics. This work has had

a beneficial effect, although the school accurately recognises that there is more to be done. In addition, the headteacher knows that improvements need to be made to the quality of teaching and learning in Years 5 and 6, so that it matches the good quality evident in other classes. Sensible actions are being taken to secure these improvements. The leadership and management of provision for pupils with learning difficulties are good, and mean that these pupils receive well focused support. The work of subject leaders is generally sound, and they are helping to improve the quality of provision. School governance is satisfactory. The governors have a clear understanding of the school's effectiveness, and provide sound support for further improvements.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Dear Children Thank you for welcoming us into your school and for being so friendly, polite and helpful. Here are some of the good things we found out. • You enjoy school, like your teachers and have lots of friends. • You behave well in lessons and at all other times. • The adults in the school take good care of you and you know who to go to if you need some help. • Children in the Reception class and in Years 1 to 4 are making good progress because they are taught well. We also found a few things the school needs to improve. We have asked the school to help you do your very best and to give some of the older children harder work We have also asked your teachers to give all of you in Years 3 to 6 more help to solve problems in mathematics. Some children in Years 5 and 6 are not sure how their individual learning targets in English and mathematics are helping them to improve, so we have asked your teachers to explain how you can use your targets to help you do better work. Thank you again for your kindness when we visited you. Yours sincerely David Westall Lead inspector