

# Blockley Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	115613
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290276
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Patricia Potheary

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Mosley
<b>Headteacher</b>	Linda Jeffcutt
<b>Date of previous school inspection</b>	21 May 2002
<b>School address</b>	Park Road Blockley Moreton-in-Marsh GL56 9BY
<b>Telephone number</b>	01386 700567
<b>Fax number</b>	01386 700567

---

<b>Age group</b>	4-11
<b>Inspection date</b>	27 March 2008
<b>Inspection number</b>	290276

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

The rate of progress in writing and in mathematical problem-solving.

The progress of less able pupils.

The quality of monitoring and analysis in identifying and addressing any areas of relatively slower progress for different groups of pupils.

Support for the school's view of outstanding personal development and the Foundation Stage.

Evidence was gathered from analysis of school data, the school's self evaluation, the previous inspection report, pupils' work, parent questionnaires, school policies and other documents. Lessons were observed and discussions were held with pupils, senior staff, the chair of governors and the school's improvement partner. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Blockley is a smaller than average school. The great majority of pupils are from White British backgrounds with very few from a variety of other ethnic groups. The school has extended school status for directing parents and pupils to related provision where required and offering an extensive after-school curriculum.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Blockley is a good school where pupils achieve well and develop exceptionally strong personal skills. The school offers a delightfully interesting and purposeful environment where attractive displays celebrate pupils' work at every turn. Pupils' highly considerate behaviour leads to a safe and orderly atmosphere where learning is greatly valued. This is largely due to good leadership and management, where a strong focus on school improvement has led to standards continuing to rise each year. This in turn has resulted in an outstanding curriculum and good teaching where lessons challenge and inspire the vast majority of pupils.

When older pupils started school, their attainment was above that found nationally although pupils' attainment on entry has been lower more recently. Pupils make good progress throughout the school, including in Reception, and they leave at the end of Year 6 with standards that are well above average in mathematics, English and science. Pupils make outstanding progress in reading in all age groups but satisfactory progress in writing. The school is beginning to address this relative shortcoming in writing by improvements to the curriculum, using a variety of initiatives. An exceptionally large number of pupils reach the higher levels in English and mathematics in the Year 6 national tests and, as a result, the school usually exceeds its nonetheless challenging annual targets. Pupils with learning difficulties and/or disabilities also make good progress because of the well-focused support they receive.

Teaching is characterised by strong subject knowledge and an imaginative use of resources, with successful encouragement for pupils to work productively together. This means that almost all pupils are motivated and want to do their best. The school sets aspirational individual targets for guiding pupils' achievements and then monitors their progress so that tailored support can be provided for those falling behind. This monitoring is not frequent enough, however, to allow sufficiently timely intervention for a few pupils. As a result, teachers do not always have enough information to ensure that all pupils progress as rapidly as the majority, especially in writing and for those with below average abilities. Progress for a small minority of pupils in this group is therefore satisfactory rather than good.

Parents are positive about all aspects of the school and especially how well their children are doing. They comment on the 'great sense of community' and how the school 'deals with the whole child'. They are particularly pleased with the friendliness and care shown by pupils and staff. The high quality of school lunches comes in for much praise. Pupils' views are also very positive and are summed up by one child who said, 'This school is fantastic'.

Pupils willingly accept a great deal of responsibility, including running playground activities, setting up enterprises and concerts to raise substantial amounts of money for charity, helping to appoint teachers and acting as peer mediators. Alongside their regular activities in the village and their attention to composting and recycling, this represents a substantial contribution to the community. Pupils have an advanced understanding of how to lead healthy and safe lives. For example, they were keen to describe how the meat for lunch was sourced, they grow and cook their own vegetables and there is a high take-up of the many sport, gymnastic, dance and athletic activities provided.

An exceptionally rich and varied curriculum means that pupils really enjoy school. This is evident in their good attendance, very positive attitudes and enthusiasm for lessons. The provision includes extensive links with other providers and an exceptional number of clubs, visits and visitors, encompassing sports, artistic performance, and a number of prestigious awards, including

the Best Whole School Approach to Food Award and the Activemark. Alongside robust procedures for safeguarding pupils, the school works very closely with a wide range of agencies to supplement their excellent provision for supporting pupils' outstanding personal development and welfare.

Leaders and managers at all levels have secured continued improvements each year through rigorous self-evaluation based on accurate analysis, high expectations and a willingness to embrace change. The headteacher has been a driving force in turning the school around from a low point when standards fell below average and progress was too slow. There is therefore a good capacity to continue improving.

Pupils' strong capabilities for taking the initiative and working in teams, the high standards of their basic skills and very well developed social and public speaking skills mean that they are extremely well prepared for their lives in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in Reception receive a good education and make good overall progress due to effective leadership and dedicated skilled teaching. Most recently, children's attainment on joining is lower than in previous years and is now in line with that found nationally. By the time they join Year 1, children are working securely within national expectations in all areas of learning, except in writing. The school is beginning to improve children's emerging writing skills through innovative phonics teaching. Children make outstanding progress in their personal and social development, behaving very well and showing advanced skills in working together and supporting each other very sensibly. This is due in part to an outstanding and constantly developing curriculum which provides an excellent balance between teacher-led and self-directed learning. Very good use is made of the new outside spaces to extend learning opportunities, and the amount of language being stimulated is impressive. A lively atmosphere reveals contented highly sociable children busying themselves finding out about the world around them through imaginative activities.

### **What the school should do to improve further**

- Improve progress and achievement in writing throughout the school, particularly by reviewing the effectiveness of teaching and guidance in this subject.
- Monitor pupils' progress and achievement more frequently so that timely support can be put in place for those who need extra help, particularly for some pupils with below average ability.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

28 March 2008

Dear Pupils

Blockley C of E Primary School, Moreton-in-Marsh GL56 9BY

Thank you for being so welcoming when I visited your school. I enjoyed meeting you very much, joining you for lunch and seeing some of your lessons.

Your school has a calm and caring atmosphere. It is a good school, with many excellent things going on, just as you told me it was. Good teaching helps you to make at least good progress in your lessons, and outstanding progress in your social and personal skills. Those of you in Reception also make good progress. Staff and governors work hard to keep improving the school. For this reason, the standards you reach keep rising each year. You do exceptionally well in reading, but I have asked the school to help you make more progress in writing by looking more closely at the methods used to help you. A few of you don't progress as fast as I think you could. I have therefore asked your teachers to check on your overall progress more regularly. This is to help them find out sooner which of you are doing well and who needs more support. I am sure that you will discuss this with your teachers and help them by working hard and doing your best to reach your targets.

Your teachers see to it that you have an outstanding range of activities to keep you interested, particularly the number of clubs, visits and projects you take on. You were keen to tell me that the school also keeps you safe and looks after you well. It is therefore very pleasing to see that you are helping yourselves by taking plenty of exercise and eating such a healthy diet. You know and care a great deal about your food, which is impressive. Your behaviour is also excellent, especially in the way you care for each other and value learning.

I am also impressed with the responsibilities that you take on within the school and how much help you give to others. You clearly enjoy coming to school. I think that this, alongside your high quality basic skills and excellent skills in working together, will help prepare you very well for your next school and future lives.

Yours faithfully Patricia Potheary Lead inspector