

# Bourton-on-the-Water Primary School

## Inspection report

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<b>Unique Reference Number</b>	115506
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	326208
<b>Inspection date</b>	20 May 2009
<b>Reporting inspector</b>	Alison Grainger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	242
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Pickup
<b>Headteacher</b>	John Jones
<b>Date of previous school inspection</b>	6 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Hill Bourton-on-the-Water Cheltenham GL54 2AW

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<b>Age group</b>	4–11
<b>Inspection date</b>	20 May 2009
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## Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The quality of the start given to children in the Reception Year.
- The contribution of the school's provision, particularly teaching and academic guidance, to pupils' progress.
- Pupils' personal development and well-being.
- How well leaders and managers at all levels contribute to the school's effectiveness.

Evidence was gathered from: data on pupils' attainment and progress; visits to lessons; scrutiny of pupils' work and school documents; discussions with staff, governors and pupils; and analysis of responses to the parents' questionnaire. 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 of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Most pupils are White British. A small number of pupils from other ethnic backgrounds are in the early stages of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. These pupils' needs cover a wide range and include physical disabilities, difficulties with speech and communication, and social, emotional and behavioural problems. Children of Early Years Foundation Stage age are taught in a Reception class. Many have attended the privately run Bourton Pre-school provision on the school site. An external provider also offers before-, after-school and holiday care.

## 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 satisfactory school. It ensures that pupils make satisfactory progress and it does some things well. Parents and pupils are pleased with the school, particularly the friendly and supportive atmosphere. As one parent commented, 'The school is a very happy one and this is reflected in our children.' Another observed, 'My daughter loves school and I wouldn't send her anywhere else.'

As a result of high quality pastoral care and the good attention given to their welfare, pupils' personal development and well-being are good. Pupils' considerable enjoyment of school is seen in their very sensible behaviour and in the above average attendance rate. Pupils are confident in school and say that they feel very safe. They are sure that there is an adult to whom they can turn should the need arise. The school is racially harmonious. Pupils say that bullying and unkindness are rare and not tolerated. Pupils know a huge amount about how to stay fit and healthy. They respond enthusiastically to the many opportunities for sport and physical activity.

Pupils make a good contribution to the school community through the school council. They undertake responsibilities diligently, such as those of playground buddies. Older pupils care for younger ones. In relation to the wider community, pupils are active in raising funds for charities and so gain understanding of the needs of others. The school makes a satisfactory contribution to community cohesion. It has a good knowledge of the needs of the local community and the families it serves. Links with other schools are growing to develop pupils' awareness of the diversity of modern British society. However, an aspect of pupils' personal development that is less secure than others is their understanding of modern multi-ethnic society.

While pupils gain many good personal attributes, their satisfactory academic progress results in their preparation for their future lives being satisfactory rather than good. There are examples of pupils making good progress with their work. Often, progress in science is good and many pupils in last year's Year 6 had moved on particularly well in reading. However, there were other pupils in this year group whose progress was slower than it should have been in some key areas. The school's own data show that progress for different groups of pupils in different subjects is inconsistent. When pupils enter the school, their starting points are generally at the levels expected. As a result of the progress made, standards across the school are broadly average.

Teaching is consistently at least satisfactory, with examples of good practice. Even so, there are variations in how well teaching meets the needs of different groups of pupils in whole-class sessions and group activities. This is a significant factor in pupils' variable rates of progress. Strengths in teaching include the good organisation of lessons, with clear instructions and explanations. Warm and supportive relationships encourage pupils to participate fully.

Overall, the provision of academic guidance through marking and the use of targets is sound and there is some good practice. As is the case with teaching, however, there is variation in the effectiveness of practice, which is another factor contributing to inconsistency in progress. Pupils are not involved as well as they could be in identifying the areas that they need to work on most to improve their performance or in reviewing how well they are doing against their targets.

The curriculum promotes satisfactory progress and also does much to help pupils' personal development. Staff are currently working to make the curriculum more interesting and exciting.

A good start has been made with the inclusion of themed days and weeks. Pupils particularly enjoy the way in which teachers find out what they would like to learn at the start of each new topic. The pupils recognise that this is also an effective means of preventing work from being covered twice. Enrichment of the curriculum through clubs, visits and visitors is good. One parent told inspectors of the 'fantastic time' her son had on a residential trip, observing that it 'led to him becoming more independent'.

Taken at all levels, leadership and management are satisfactory. The headteacher provides good leadership and is well supported by other senior leaders. Many parents praised the headteacher, pointing out the high regard in which he is held. Parents also commented on the helpfulness and approachability of all staff. Governors have good involvement in the school, supporting and challenging. The effectiveness of leadership and management is reduced by the roles of middle managers, such as those of subject leaders, being still at a fairly early stage of development. This means that middle managers are not contributing fully to raising standards and increasing pupils' progress. Likewise, there is still some way to go to ensure that all teachers are held fully accountable for pupils' progress. Self-evaluation is accurate. Senior leaders know what needs to be done next. Action has already started on all the areas identified as requiring improvement at this inspection. As a result, the school is demonstrating sound capacity to move forward.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Alongside national developments in the provision for children in the Early Years Foundation Stage, the school has recently improved this area of its work. Children get off to a good start in the Reception Year. They settle very well into school, quickly getting to know the routines and gaining in confidence. Behaviour is very good and relationships are positive. Children's personal development is good because the attention to their welfare is effective. Parents are pleased with the support their children are given when starting school, which is assisted by the good links with the pre-school provision on-site. Strong partnerships with parents begin in Reception.

Children make good progress. Standards at the end of Reception are rising and are now above average across all areas of learning. Staff have high expectations of children. Direct teaching of basics, such as calculation and phonics, is focused and accurate. Sometimes, however, whole-class sessions last a bit too long. The curriculum provides good coverage of all areas of learning and an appropriate balance of adult-led activities and those that children choose for themselves. Opportunities for learning through play have developed effectively and the school rightly recognises that this is an area to improve further outdoors and indoors. The Reception provision is well led and managed.

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

- Make sure that teaching is closely matched to all pupils' needs.
- Increase pupils' involvement in identifying and reviewing targets to help them improve their performance.
- Provide more opportunities for pupils to gain understanding of modern multi-ethnic society.
- Develop the roles of middle managers, such as subject leaders, and make all teachers more accountable for pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 May 2009

Dear Pupils

Inspection of Bourton-on-the-Water Primary School, Cheltenham GL54 2AW

Thank you for helping us when we visited your school. We enjoyed talking with you, watching your lessons and looking at your work. Your school is providing you with a satisfactory education. It ensures that you make satisfactory progress and does a huge amount to support your personal development.

We saw that you behave well and are friendly and polite. You told us that you feel very safe at school and that you are sure that there is an adult to whom you can turn if you are worried. You know a great deal about how to stay fit and healthy. We can tell that you enjoy school and your attendance is good. Well done!

You have a good range of activities, such as visits, visitors and clubs, in addition to your daily lessons. There are also interesting themed days and special weeks. You told us that you enjoy being asked what you want to find out at the beginning of topics.

We have asked the adults to work on some things in particular to improve your school. They were not surprised by this and have even started the work already. This is what we have asked them to do:

- make sure that teaching is closely matched to your needs.
- involve you more in deciding what you need to do next to improve your work and in looking at how well you are doing.
- give you more opportunities to learn about the many different backgrounds of people living in Britain today.
- help the teachers with special responsibilities, such as for managing subjects, to be more involved in leading the school. Linked to this, we have asked that all the teachers look carefully at whether the school is helping you to make as much progress as possible.

Thank you once again for your help. You can help your school by working hard and by continuing to be pleasant young people.

Yours faithfully

Alison Grainger

Lead inspector