

# Tortworth VC Primary School

## Inspection report

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|--------------------------------|-----------------------|
| <b>Unique Reference Number</b> | 109180                |
| <b>Local Authority</b>         | South Gloucestershire |
| <b>Inspection number</b>       | 337234                |
| <b>Inspection dates</b>        | 26–27 January 2010    |
| <b>Reporting inspector</b>     | Martin James          |

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

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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 of pupils on the school roll</b> | 58  |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Mike Pirie  |
| <b>Headteacher</b>                         | Susan Bishop  |
| <b>Date of previous school inspection</b>  | 7 October 2006  |
| <b>School address</b>                      | Tortworth<br>Wotton-Under-Edge<br>Gloucestershire<br>GL12 8HG |
| <b>Telephone number</b>                    | 01454 260510  |
| <b>Fax number</b>                          | 01454 260510  |
| <b>Email address</b>                       | Tortworthprimary.school@sglos.gov.uk                          |

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## Introduction

This inspection was carried out by two additional inspectors. Most of the available time was spent checking on pupils' learning. The inspectors visited seven lessons, and a number of shorter visits were also made to classrooms to look at, for example, music sessions taking place and to study samples of pupils' work. Four members of staff were observed teaching. Inspectors held meetings with the chair and vice-chair of governors, staff and pupils. They observed the school's work, and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the school improvement partner. The responses from the pupils' and staff questionnaires were analysed, as were the responses from 27 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which teachers make suitable allowance in their planning for the different needs of pupils
- the extent to which different subjects are used to enhance learning and progress in English and mathematics
- pupils' understanding of different cultures and religions, both in the United Kingdom and globally.

## Information about the school

Tortworth is much smaller than most primary schools. All pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is higher than average. A significantly higher than average proportion of pupils leave or join the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Year 1. There is also an independent pre-school on the same site. This facility was not part of this inspection. In recognition of its work, the school has received the Healthy Schools and Silver Eco awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils achieve well. It also has some exceptional features that result in outstanding outcomes for pupils overall. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute very well to the local community, of which the school is very much a part. Care, guidance and support are also outstanding, with the safety of its pupils being a high priority of the school. Parents and carers are exceptionally positive about the school, and, for example, one said, 'My son is very happy, and I cannot praise the school enough.' Another added simply, 'Tortworth is a great school.' During their time in the Early Years Foundation Stage, children achieve well, and they normally reach average standards by the time they leave Reception. In Years 1 to 6, the significant movement of pupils in and out of the school during that time has an effect on pupils' attainment. By the end of Year 6, while pupils individually make good progress, attainment remains broadly average, although it is slightly higher in English. In the national tests in 2009, pupils did not perform quite as well in mathematics as in other subjects, although current work shows an improved picture.

Good teaching is a key factor in pupils' good progress. Teaching assistants are deployed very well, and teachers make good use of a variety of resources and strategies to make the lessons interesting. Clear help and advice is provided during lessons. While marking and the targets ensure that pupils are fully aware of how to develop their work in English, the same cannot always be said in relation to mathematics. Teachers plan very well for the different needs of pupils in English. However, on occasions, the work provided in mathematics lacks appropriate challenge. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and, for example, helps to make the pupils very aware of the need to follow a healthy lifestyle. The school routinely reviews and develops its curriculum, and it is currently extending the use of cross-curricular links, especially in relation to the development of numeracy skills. At present, pupils have limited opportunities to use their numeracy skills in other contexts. The school has done much to promote community cohesion, both locally and through links made with people in other parts of Britain. However, there is still scope to improve pupils' understanding of cultural diversity on a more global scale.

The headteacher and other members of staff are a dedicated team, committed to improving the provision they make for their pupils. Self-evaluation is successful in pinpointing where improvement is needed and it has improved significantly since the previous inspection. Governors support and challenge the school well, and they are fully involved, for example, in school development planning. The improvements that have been made since the previous inspection, and the good quality of the current provision,

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show that the school has a good capacity to improve even further.

## What does the school need to do to improve further?

- Raise attainment in mathematics, to match that in English, by:
  - ensuring that the work provided for pupils is well suited to their particular needs
  - providing more opportunities for pupils to practise and improve their skills through work in other subjects of the curriculum
  - ensuring that marking and targets provide pupils with very clear guidance on what they need to do to improve.
- Extend the promotion of community cohesion further by:
  - providing more opportunities for pupils to find out about, and communicate with, people from different countries of the world.

## Outcomes for individuals and groups of pupils

**1**

Pupils enjoy their learning, and in all lessons observed they were fully engaged. The work seen in classrooms shows that their achievement is good. Attainment in Year 6 is broadly average, and slightly higher in English. However, throughout Years 1 to 6, a very significant number of pupils either join or leave the school at times other than those normally expected. Often, pupils joining the school have gaps in their knowledge. The school supports these pupils well, although their attainment is often not as high as that of pupils who have been in the school throughout those years. Pupils with special educational needs and/or disabilities achieve well. In a literacy lesson observed in Key Stage 2, for instance, the teacher was most careful to include them fully in discussions, so that they knew exactly what was expected of them. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and good attendance. They have very sensible attitudes to their work, and they are polite and courteous. Pupils express great confidence in the school's ability to sort out any issues that may arise. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. Pupils' spiritual, moral and social development is strong, although their understanding of the multicultural society in which we live is less well developed. Pupils readily and conscientiously take on the many responsibilities that the school offers them. The school councillors are proud of their role, and they recognise that they are working on behalf of other pupils. During the inspection, they were busy arranging a fund raising activity for the people of Haiti. The eco councillors are pleased with their contribution to the Eco-Schools award the school has received. Pupils are also very involved in the local village communities, and they are heavily involved with a range of activities on the Tortworth Estate, such as learning about agricultural methods and growing items of food.

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*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength, and as a result, pupils are exceptionally well behaved, keen to learn and ready to work hard. One pupil went so far as to say, 'We have the best teachers in the world.' Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Teaching assistants are very well deployed to promote learning, especially in relation to developing reading skills. Teachers plan carefully for the varying needs of the different ages and abilities of pupils in their classes. However, occasionally, this is not done so successfully in mathematics, with the result that the work sometimes lacks appropriate challenge. Pupils are provided with targets for improving their work in English and mathematics, although discussions with pupils suggest that they are less certain of those for mathematics. Similarly, marking is more successful in clarifying for pupils how to develop their English skills than it is in mathematics.

Pupils speak enthusiastically about the excellent range of outings and after-school clubs that enhance the curriculum. Pupils also enjoy the learning opportunities provided in the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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school's own very pleasant grounds, and they enthusiastically participate in lessons in French. A particular strength is in the provision for music, where all pupils successfully and melodiously learn to play the ocarina. The school is extending the use of cross-curricular links to enhance the curriculum, but there is a recognition that these have not yet been fully developed, particularly in relation to developing mathematical skills in other subjects. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Pupils are taught extensively about the importance of healthy living, and they are regularly reminded about the need to take care, for instance when using computers.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Exceptional care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted highly effectively. Safeguarding procedures are consistently and effectively applied to ensure that all pupils are well protected. The school's self-review has been accurate in identifying strengths and areas for development, and there is a strong ambition to improve the school further. For example, the current focus on improving standards in mathematics is a most suitable priority for the school. Community cohesion is promoted well in the school. There are exceptional community links both in school and locally, and these links are extended well through those made with people in other parts of the United Kingdom, especially in Bristol. However, the school recognises, through its own evaluation that these links now need to be extended to other world countries.

Subject leaders demonstrate a good understanding of their various subjects, and they have actively supported strategies for making improvements. At present, they have limited opportunities to observe lessons in other classes, although plans are in hand for this to happen more frequently as different subjects become priorities for review. Governors keenly monitor the progress that pupils make as they move through the school. There are exceptionally good working relationships with parents and carers, as

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well as with the pre-school, which occupies a site in the school grounds. This not only allows for the ready transfer of information and sharing of resources, but also greatly eases transition from one establishment to the other.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

When the children start Reception, their knowledge and skills are generally lower than expected. Through the year, they achieve well, and by the end standards are usually broadly average. The children are very happy in school, they enjoy themselves and they particularly value the company of the older children in the class. Their behaviour is excellent. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with both the parents and carers and the pre-school. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. The children tackle their work with enthusiasm, although occasionally a very small number find it difficult to maintain concentration on the tasks they have chosen. This then slows their learning. Staff know the children well, and the frequent observations of their work result in fresh tasks that are well suited to them.

A good range of resources is provided, with the outdoor area being used effectively in all aspects of the curriculum, whenever possible. The leader uses her specialist knowledge and enthusiasm well in making good provision for the children, and other staff members support her well in providing for their various needs. The provision made for the welfare of the children is of exceptionally high quality.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

An overwhelming majority of parents and carers were positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. They were particularly positive about the staff. Comments such as, 'My son loves school and loves his teacher,' and, 'There is a strong caring and learning ethos in the school,' confirm their view. No significant written concerns were raised.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tortworth VC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 16             | 59 | 11    | 41 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 15             | 56 | 11    | 41 | 1        | 4 | 0                 | 0 |
| The school informs me about my child's progress   | 16             | 59 | 10    | 37 | 1        | 4 | 0                 | 0 |
| My child is making enough progress at this school   | 11             | 41 | 15    | 56 | 1        | 4 | 0                 | 0 |
| The teaching is good at this school   | 21             | 78 | 5     | 19 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 15             | 56 | 11    | 41 | 1        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 16             | 59 | 11    | 41 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 14             | 52 | 8     | 30 | 0        | 0 | 1                 | 4 |
| The school meets my child's particular needs  | 17             | 63 | 10    | 37 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 15             | 56 | 10    | 37 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 10             | 37 | 17    | 63 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 13             | 48 | 14    | 52 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 18             | 67 | 9     | 33 | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

## Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2010

Dear Pupils

Inspection of Tortworth VC Primary School, Tortworth, GL12 8HG

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. I especially liked talking to the school council, and we both enjoyed joining you in lessons. I am writing to tell you what we found out about the school, what is good and what could be made better. Overall, you are in a good school where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These things are some of the strengths of the school.

- Children in Reception make a good start in the school.
- Teachers provide you with lessons which you really enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You have a very good understanding of how important it is to eat healthy food and take exercise.
- The staff know you very well and take very good care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve.

- Make sure you reach higher standards in mathematics by, for example, making it clear to you what you need to do to make your work even better.
- Give you greater opportunities to become more aware of people from communities and cultures in other countries.

You can help, too, for example, by telling your teacher if you think the work in mathematics is too easy for you.

We wish you all good luck for the future.

Yours sincerely

Martin James

Lead Inspector

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