

# Bibury Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115611
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338621
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	David Carrington

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marc Cornwell
<b>Headteacher</b>	Trudy Lines
<b>Date of previous school inspection</b>	20 May 2010
<b>School address</b>	Bibury Cirencester GL7 5NR
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## Introduction

This inspection was carried out by one additional inspector. He observed eight lessons involving the work of three teachers. Meetings were held with groups of pupils, staff and governors. The inspector observed the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Twenty eight parental questionnaires were analysed as well as those from school staff and the pupils.

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

- the use of assessment to support learning and the tracking of pupils' progress
- the effectiveness of use of indoor and outdoor accommodation in Reception
- pupils' understanding of, and involvement in, communities outside the local area.

## Information about the school

Bibury Church of England Primary is much smaller than most primary schools. The pupils are taught in two classes for most of the time. Children in the Early Years Foundation Stage are included in the Reception and Years 1 and 2 class. Years 3 to 6 are taught together in the Key Stage 2 class. About half the pupils come from outside the village and surrounding area. Almost a quarter of the pupils joins or leaves the school part way through their primary education. The proportion of pupils with special educational needs and/or disabilities is very low. There are a few pupils from minority ethnic groups, although most pupils in school speak English as their first language. Very few pupils are eligible for free school meals. The school has been awarded Healthy School, Bronze Eco School and Active Mark status.

**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

Bibury Church of England Primary is a good school. Chief among its assets is pupils' very strong sense of being part of the school community. This arises from the high quality of care, guidance and support, the excellence of relationships and a first class partnership between the school and parents and carers. All pull together to make sure pupils are happy, confident and successful learners. Pupils' progress is good and attainment is above average due to their very visible enjoyment of school.

The school has also developed excellent partnerships with other schools, local organisations and individuals that allow it to provide a range of experiences that otherwise might be difficult to host. Thus, the curriculum has a richness and relevance that entices pupils to learn more. Central to the school's current improvement priorities is the enhancement of the curriculum to ensure pupils' imagination, initiative and independence are captured consistently. This is a sensible choice as pupils show through their high quality behaviour and enthusiasm for work that they are ready to take even more responsibility for their own learning. While the promotion of pupils' cultural education is good, it is not yet widely enough focused because links between the pupils and others overseas are rather low key.

Lessons are well taught and the wide range of ages and abilities in each class are catered for effectively. Children in Reception thrive in the company of the older pupils. The partnerships observed between pupils with a four year age difference in the Key Stage 2 class are one reason why they all make good progress. Pupils spur each other to good work, as seen when the older pupils researched the Italian for 'thank you for the food' using laptop computers. Such good use of information and communication technology as a spontaneous choice for research is quite common, although school leaders wish to extend it, particularly for the younger pupils. Pupils with special educational needs or who speak English as an additional language enjoy the companionship of other pupils in their class and are well supported, so they also make brisk progress. The school is successful in promoting equal opportunities for all pupils.

The school is well led and managed and governors play an increasingly influential part in identifying improvement priorities, checking that provision is effective and analysing the performance of the pupils. School self-evaluation is accurate and is the result of a well-developed system to track pupils' progress and set challenging targets for the future. These targets are invariably met. Leadership responsibilities are shared effectively between the very small number of staff. There is firm direction and well-voiced ambition to maintain continuous improvement. The track record of improvement has been good. The school has found effective ways to ensure, for example, that children in Reception can play and learn safely outdoors, including when

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the school and surrounding churchyard are besieged by tourists. It is evident that the school has good capacity to continue its effective work for improvement.

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

- Develop a curriculum that maximises pupils' enthusiasms and responsibility for their own learning by:
  - giving them more opportunities to comment in writing in response to teachers' marking of their work
  - enabling them to discover more about people's lives across the world
  - providing even more opportunities to use computers to underpin learning, research and communication.

**Outcomes for individuals and groups of pupils****2**

The trend in attainment for the last few years has been above average. Results in national assessments confirm what is seen in lessons and the scrutiny of pupils' books. It is immediately apparent to the visitor that pupils speak confidently, fluently and with good vocabulary. Reception children voiced their knowledge of three-dimensional shape with difficult-to-pronounce words such as 'sphere' and 'prism' and were happy to help their teacher when she 'confessed' ignorance of the difference between a cuboid and a cube. All pupils listen well, which enables them to identify quickly the main points they are learning.

The pupils' efficient use of spoken language is at the root of their good writing skills. Their books are packed with examples of different forms of writing and the improvement in the quality of work between September and May this school year is apparent. Pupils are able to write in a neat hand, their spelling is generally accurate and their punctuation increases considerably in variety as they progress through Key Stage 2. Mathematical expertise is improved by the many opportunities the pupils have to work together on problem solving and investigational tasks. The oldest pupils thoroughly enjoyed trying to work out the weight of the tin when presented with a can of salmon. Their work was complicated by the fact the 200 gram weight showed 170 grams on their electronic scales! Their result was impressive nonetheless.

The good progress made in learning is also extended to pupils' personal development. They are responsive to the guidelines for healthy lifestyles and identify quickly how the school helps them maintain their fitness and balanced diet. The pupils emphasise they feel safe in school and explain how they have been involved in considering safety implications when creating, for example, the climbing wall in the playground. Pupils have a well-developed sense of the spirituality of life. This is amplified by the many events shared with local churches, both Anglican and Baptist. Pupils' joie de vivre in school is apparent in their punctuality and attendance. There is virtually no persistent absence.

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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>	2
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>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils enjoy good learning in school. This is because lessons are taught well by confident, well-informed staff. The teaching assistants give sterling support to their teacher colleagues and are themselves very competent practitioners. Planning is detailed and well focused on the individual needs of each pupil, whether by age or ability. Lessons are packed with activity and go at an invigorating pace. Just occasionally one or two pupils at most find the pace and challenge a little beyond them, but they quickly muster more enthusiasm when the teacher or another pupil intervenes to encourage them on. For the most part the work is suitably challenging.

The curriculum has several key strengths which show it is not far short of outstanding. Pupils' personal, social and emotional development is promoted very effectively, there is an excellent range of out-of-school activities and the cross-curricular themes are highly effective in ensuring the pupils develop a reliable set of basic skills that will serve them well in the future. The evolution of a curriculum that is even more responsive to pupils' initiative and well-developed self-assessment together with the expansion of the already effective use made of computers are the things that will bring excellence to 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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curriculum as a whole.

Assessment has been improved well over the last few years and the use of its results to help pupils pinpoint the next steps in their learning is fast becoming a key strength of the school. Orally, the discussion of learning and pupils' targets are powerful tools to enable the pupils to make even greater progress and they are giving rise to more precise match of work to individual needs. In books, marking is very helpful in identifying what has been learned, whether targets are being achieved and what can be done to make the work even better. What is not as obvious is an occasional response from the pupil which comments on the teacher's advice or their own progress.

The school's excellent partnerships with parents, carers and others in the local area are at the heart of the school's steadfast support and welfare provision. The pupils count the staff among their friends, they know staff enjoy teaching them and rest assured that any troubles or worries they may have will be dealt with speedily and to their satisfaction.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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?**

Parents and carers say Bibury Church of England Primary is a well-run school. They view the partnerships forged between themselves and the school as highly effective in assisting them to support their children's education. The school's good and reliable procedures to safeguard all pupils are also recognised by the parents and carers. They are not wrong in their evaluations. School leaders and governors understand that policies and procedures to safeguard pupils can be dovetailed together more securely and that this should lead to outstanding practice in the future. Similarly, there is good awareness that the already good promotion of community cohesion can be advanced through more intensive links between pupils and others across the world.

Governors have good expertise in managing the budget and have been accredited for their efficiency and effectiveness in this work. They are alert to the need to maintain and increase pupil numbers in order to sustain the school's successes. They work effectively to this end. Staff form a strong team and work well with the governors to ensure the checks necessary to maintain good practice are carried out rigorously. The collective will to improve is expressed clearly in documents and discussions.

There is no tolerance of discrimination of any form and equality of opportunity is good. The school is a harmonious community where individual talents and differences are

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celebrated.

*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: 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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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

Children in Reception make good progress because their work is well targeted at their needs across all six areas of learning. Attainment in mathematical development is strongest of the six areas with a third of the children reaching high scores. Personal, social and emotional development is good too. The children hunted happily, with their Years 1 and 2 friends, to find the shape cards borrowed by the friendly Ogre's children. They were keen to make sure everyone found a card and to search for one reported lost. They returned to class triumphantly carrying their card, ready to talk eagerly about each shape. This was an example of how staff have to supervise work outside to ensure full security. It is not possible to allow children to move in and out of school at will, as national guidance suggests. With this in mind, staff provide appropriate experiences that enable most children to meet their targets by the end of their Reception year.

The effective teamwork between Early Years Foundation Stage staff is very marked. Leadership is in capable hands. The children benefit from very reliable procedures to guarantee their welfare and from good quality teaching. The curriculum covers all it should and because of the involvement the children have in the work of the older pupils it helps them prepare well for Key Stage 1. This was observed when all the children acted out the getting up, dressed and ready for the day routines. They were eager to eat breakfast but it took a little persuading to get them to wash and clean their teeth. As an adult said, they have a remarkable set of noisy toothbrushes.



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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

There was a 100% response to the questionnaire from parents and carers, which is an exceptionally high proportion. Every parent and carer is adamant the school helps their children prepare thoroughly for the next stage in their education. They also agree that the school does well for their children. These views are upheld by the evidence from the inspection. There was a very small amount of concern about the progress made by children and in how effectively the school met their needs. The inspector can assure those holding such views that school leaders work effectively to ensure pupils are equally successful. Comments on the questionnaire were fully supportive of the school, with just one exception.

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

Ofsted invited all the registered parents and carers of pupils registered at Bibury Church of England 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	75	7	25	0	0	0	0
The school keeps my child safe	25	89	3	11	0	0	0	0
The school informs me about my child's progress	21	75	7	25	0	0	0	0
My child is making enough progress at this school	20	71	6	21	2	7	0	0
The teaching is good at this school	21	75	7	25	0	0	0	0
The school helps me to support my child's learning	17	61	11	39	0	0	0	0
The school helps my child to have a healthy lifestyle	19	68	9	39	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)	20	71	7	25	0	0	0	0
The school meets my child's particular needs	18	64	7	25	2	7	0	0
The school deals effectively with unacceptable behaviour	17	61	11	39	0	0	0	0
The school takes account of my suggestions and concerns	18	64	10	36	0	0	0	0
The school is led and managed effectively	21	75	7	25	0	0	0	0
Overall, I am happy with my child's experience at this school	20	71	7	25	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



21 May 2010

Dear Pupils

Inspection of Bibury Church of England Primary School, Cirencester GL7 5NR

I really enjoyed my visit to your school recently. I was impressed with your excellent behaviour and the way you work and play together so successfully. I think you go to a good school that is improving steadily. I have written my report to say these things. It includes other points that came from my visit.

- When I visited your lessons and looked at your books it was clear you make good progress and reach above average standards.
- When we talked together you told me how well the adults look after you and that you enjoy school a lot.
- I saw that the children in Reception have great fun in their work. I remember them hunting for shape pictures outside and helping each other to find them.
- In the playground it was clear you enjoy each other's company and that your ideas to make it a great place to play have been used to improve it.
- It was good to visit your lessons because they showed how well you are taught and the ways in which you talk about your own learning.
- When I talked to your teachers and governors it was clear they want to make things even better for you.

Your teachers have some good ideas to help improve your school. I agree with them that the next steps are to make sure you have more opportunities to:

- write about how well you are learning
- find out more about people in other parts of the world
- have even more time to use computers to help your learning.

I know you will want to help your teachers make these improvements. You can start by looking at your last piece of writing and what your teacher wrote about it. Then, perhaps using a computer, you could write a comment to show what you feel about your teacher's advice.

I hope you continue to be successful in your education.

Yours sincerely

David Carrington

Lead inspector

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