

Bibury Church of England Primary School

Church Road, Bibury, Cirencester, Gloucestershire GL7 5NR

Inspection dates

28 February–1 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the headteacher, leaders and governors have ensured that standards have improved. As a result, the progress pupils make in their learning is now good.
- Governors play an important role in moving the school forward. Strong links with other schools and the local authority have contributed to improvement.
- The headteacher's focus on the development of the quality of teaching has led to better outcomes for pupils.
- Pupils make good progress from different starting points due to good teaching across the school. Occasionally, some teaching assistants do not intervene to help pupils as quickly as they should.
- Standards in mathematics have improved, although not enough pupils reach the higher levels of learning in mathematics.
- Younger pupils, including children in the early years, learn and play well in an inviting area which stimulates their creative development. Adults support them well in their learning.
- Pupils' behaviour in lessons and at play is outstanding. Staff have instilled a culture of high expectation, kindness and respect.
- Attendance has improved and links with parents are strong.
- Pupils have a well-developed understanding of citizenship and spiritual, moral, social and cultural matters. They are well prepared for their future learning and future lives.
- The curriculum is well planned across the school; exciting and engaging activities and events enthuse pupils.
- Most pupils are provided with clear guidance about what is expected of them in lessons. This means their work is well focused. However, when this guidance is unclear, pupils do not make as much progress. Sometimes inaccurate spelling or mathematical drawings are not corrected, which slows down learning.
- The safety and well-being of the pupils in the school is a strength. Robust systems lead to a culture of care and attention.

Full report

What does the school need to do to improve further?

- Leaders should ensure that the quality of teaching and learning improves, by:
 - ensuring that pupils are clear about what they are learning and help them to evaluate their achievements
 - training teaching assistants so they know when to move pupils on in their learning, and when to give them extra support
 - ensuring that activities planned enable pupils to apply their mathematical skills when solving problems
 - raising the standards of presentation and accuracy in pupils' work in spelling and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The good leadership of the headteacher, combined with effective support from the governing body, has improved standards across the school since the previous inspection. This is due to focused action which comprehensively tackled the areas for development.
- The school's self-evaluation is accurate and the findings are used to create an effective school development plan. Regular reviews by the local authority check how well actions planned are improving the quality of teaching and pupils' learning. Therefore, leaders have a clear understanding of the school's strengths and the areas for improvement.
- The headteacher's ambition for the school and each of its pupils is shared by all staff. A strong sense of community within the school and a culture of high expectations, respect and trust mean that staff work well as a team and enable pupils to flourish.
- The curriculum is well planned to ensure that pupils learn a broad range of skills and develop a good understanding of the wider world, technology and science. Pupils' excitement in learning is raised when teachers use imaginative ways to present activities, for example using drama to show key stage 2 pupils how the Battle of Britain was won.
- Residential visits to France for older pupils and other, more local, residential visits for younger pupils develop their social, cultural and citizenship skills and understanding well. Pupils' cultural development is enhanced through cookery days that celebrate the food and culture of other countries.
- The school works well with the local community. In particular, links with the church are used to promote pupils' spiritual development well. Pupils' performances, such as 'A Midsummer Night's Dream', are well received and supported by the parents and local community.
- British and Christian values are an integral part of the ethos of the school. They are reflected in the care and guidance given by staff and in the relationships between pupils, including those in the early years. One pupil told the inspector 'it's all about mutual respect'.
- Staff are supported well in their professional development. Teachers and teaching assistants agree their development targets with the headteacher. Visits to other schools support their ongoing development and training supports the improvement to their practice. As a result, their skills improve. Increasingly, staff are being asked to support other schools, such as in the early years where leadership is strong.
- The school engages well with parents. The majority of parents are happy with the school and the information it provides. Formal written reports about pupils' progress and achievements are detailed and well received. Informal annual 'meet the teacher' sessions, information evenings about e-safety, homework and test preparation provide parents with a rich taste of the wider work of the school. The weekly newsletters, and an extensive website, provide additional information about the curriculum and how parents can support their child's learning.

Governance of the school

- The governance of the school is good.
- The governors have a clear and accurate understanding of the school's strengths and areas for development and they are ambitious for the school.
- The governors are involved in tracking the progress of the school's development plan and are actively involved in the life of the school through making regular visits. Governors' close scrutiny of the school's work is a feature of all meetings. This ensures that they understand precisely the progress the school is making.
- The school's finances are managed carefully and governors ensure that, for example, the additional sport premium funding is spent on making a positive difference to sports provision in the school. Currently the school receives no additional pupil premium funding.
- The governors hold the school to account well. At regular meetings, they scrutinise key issues that arise from their monitoring visits, or from the analysis of assessment information.

Safeguarding

- The arrangements for safeguarding are effective.
- The safety and welfare of the pupils, including those in the early years, is a high priority. Leaders ensure that there are systems in place to keep pupils safe, and there is also a culture of vigilance. The headteacher actively seeks guidance and advice from appropriate sources to ensure the safety and security of pupils. This means that concerns are rapidly investigated and risks are reduced.
- The pupils have had input from the National Society for the Prevention of Cruelty to Children (NSPCC) which has raised their awareness of what bullying is and how to deal with it. Pupils report that 'there is no bullying here'. Pupils also receive training about online safety. They are very knowledgeable and know to 'stop, block, and tell' if something worries them on the computer.

Quality of teaching, learning and assessment

Good

- Teachers, including those in the early years, use their good subject knowledge to plan lessons that are relevant and interesting.
- Pupils' writing skills are enhanced when activities enable them to write in other subjects. In science, key stage 2 pupils develop their report writing skills when reporting about a famous fossil hunter. Pupils' understanding of story structures is enhanced when re-telling stories from the Bible during religious education (RE).
- The school's approach to providing feedback to pupils to help them make progress is particularly effective in key stage 1. Pupils who have not understood work are given additional guidance and support at the earliest opportunity to get them back on track. This approach is having a positive impact on pupils' learning.
- Pupils know how to go back over their work and make improvements. This is

particularly effective in key stage 1, where pupils are very clear about what it is they are to do, and what they will learn, in lessons. However, this is not consistent across the school and therefore the progress of some pupils is slower.

- Teaching assistants play a valuable role in supporting pupils and contributing to their well-being and personal development. Occasionally, some are not aware of when to move pupils forward in the learning and when to give them extra support and guidance to address misconceptions.
- Teachers generally have high expectations of pupils. However, some work in pupils' books is not consistently of a high enough standard. Incorrect spellings and inaccurate mathematical drawings are not always corrected or reviewed in key stage 2. This means pupils' spelling and mathematics learning is not developed consistently.
- The school has worked hard to improve the teaching of mathematics and meet the raised expectations of the national curriculum. New 'maths passports' motivate pupils to learn number and multiplication facts. Pupils are developing their understanding of mathematical concepts well. This leads to a secure understanding of the curriculum in areas such as geometry and calculations.
- However, some pupils do not regularly apply their mathematical understanding when solving problems. Activities planned do not ensure that pupils think through longer problems and apply their reasoning skills. This means that pupils are not achieving the highest standards.
- Teachers' strong emphasis on developing pupils' skills of punctuation and grammar when they write in many areas of the curriculum is proving successful and resulting in higher standards.
- Reading is taught well; pupils enjoy reading and make good progress. They apply their reading skills to other areas of the curriculum. For example, they answer questions about the second world war using text extracts from history books.
- Pupils' phonic skills are developed at an appropriate pace and they are making good progress. Young pupils, including those in the early years, are already reading complex spellings such as 'igh' in words such as 'light'. By the end of Year 2 pupils can apply their phonics understanding to read complex words.
- The classroom environment is calm and conducive to learning. This means pupils undertaking tests, or longer writing tasks, perform to their full ability.
- The outside environment for younger pupils, including those in the early years, is very well resourced; it is inviting, safe, and provides opportunities for social, imaginative and creative play both inside and outside.
- Teachers use accurate assessment information to plan pupils' next steps in learning. They quickly analyse whether groups of pupils or individuals have gaps in their knowledge or understanding, and take action to ensure they catch up quickly. This is equally evident in the early years, where learning is regularly adapted to meet the needs and interests of these children.
- Teaching, especially in the early years, includes the use of good questioning which contributes to the development of children's language and understanding.
- Teachers ensure that pupils have a well-developed sense of equality. One pupil told the inspector that the best thing about the school was its sense of fairness. Sponsorship

activities to support children's development in Africa contribute well to pupils' understanding of their place in the wider world.

- At each stage, pupils are well prepared for their future. Transition into key stage 1 and key stage 2 is seamless. Every member of staff knows every pupil well. Pupils in Year 6 are well prepared for secondary school; they have made good progress and developed skills and understanding well. In addition, they have a very positive approach to learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work, including in the early years, to promote pupils' personal development and welfare is outstanding.
- The school has excellent systems for safeguarding pupils. The training and recruitment of staff is robust and thorough. The school site is secure.
- The headteacher leads by example and actively seeks advice and guidance from appropriate authorities to ensure that all pupils are safe and cared for. All staff have high standards of awareness and take immediate, appropriate action if they have any concerns.
- Pupils have the right information to keep themselves safe. They know that the staff are trusted adults who would help them if they had any worries or concerns. They know how to keep themselves safe online.
- Pupils understand how to maintain a healthy lifestyle; physical education is taught by a specialist coach and after-school clubs such as dance and netball are well attended. Fruit is readily available at morning play and pupils have created posters to remind others how to 'stay healthy'.
- Pupils have an excellent understanding of British values, including democracy and respect. They are well prepared for their future lives; the school places an emphasis on helping them understand what it is to be a good and responsible citizen.
- Alongside this, Christian values are integral to school life. Themes such as 'forgiveness' and 'kindness' are revisited regularly. Pupils bring in books from home to support the theme and newsletters remind parents of the focus.
- Pupils are confident and self-aware; they lead worship and help each other. Pupils support charities both locally and abroad and are keen to engage in fund-raising events.

Behaviour

- Pupils' behaviour in lessons is outstanding. They are keen to listen and contribute. They work well individually and together where appropriate. They are settled and hard-working and consistently put in effort to do their very best. Pupils in key stage 1 demonstrate excellent collaboration and support when sharing maps and ideas.
- Attendance has improved for all pupils and groups of pupils and is now in line with national averages and rising.
- Pupils move in an orderly and calm way when they visit the church and from the playground to the classrooms. They are courteous and polite to each other and to adults.
- There is strong sense of fairness and kindness; pupils understand that they share responsibility for making sure their lessons are calm and productive. Pupils contribute to safe and happy playtimes through their awareness of others.
- 'Celebration Worship' offers a clear reinforcement of the value that the school puts on effort and kindness. All pupils and staff showed delight and encouragement when a pupil was given the rare award of a pair of socks for 'working your socks off'.
- Unprompted, pupils open doors for adults and each other and say 'good morning'. They offer to help and have very good manners.
- Pupils, including those in the early years, are enthusiastic learners. They are keen to share, supportive of each other, and proud of their achievements. Their environment is safe and secure and there is a strong culture of keeping them safe.

Outcomes for pupils

Good

- Current pupils are making good progress. Many groups are achieving above national averages.
- Younger children, alongside those in the early years, rapidly develop personal and social skills as well as their language skills, both written and spoken. Through play, pupils learn to solve scientific problems, such as what keeps a boat afloat and what will make it sink.
- Younger pupils have a well-developed understanding of letters and the sounds they make. The standards reached by Year 1 pupils are above national averages in the phonics check. Pupils use these skills well in their reading and writing across other areas of the curriculum as they progress through the school.
- In 2016, key stage 1 pupils did not achieve as well as national averages in reading and writing. Most, however, made good progress from their different starting points.
- Improvement in the use of assessment information and the quality of teaching means that the large majority of pupils in key stage 1 are now making at least good progress. Pupils write at length and many are beginning to organise their writing into paragraphs. In mathematics pupils are able to add large numbers together using a formal method because they have practised using apparatus. They understand the values of '100', '10' and '1'.

- In 2016, key stage 2 pupils' progress in mathematics was lower than national averages. The school quickly identified the reasons for this and put action into place to ensure the current key stage 2 pupils were on track to achieve well. Current assessment information for pupils in key stage 2 shows that the large majority are making good progress in reading, writing and mathematics.
- Work in pupils' books illustrates that they are able to measure and estimate angles accurately. Older pupils can also solve problems involving unknown angles in a shape. In their writing, pupils in key stage 2 develop the use of punctuation and vocabulary to create an effect and engage the audience. They respond well when writing for a real purpose, which encourages them to even higher standards. For example, younger key stage 2 pupils rewrote a page of a history book because the teacher said it was missing and they needed to replace it.
- The most able pupils make good progress and for many their progress has accelerated since September. This has been due to high expectations and a challenging and thought-provoking curriculum.
- A focus on the teaching of spelling means that pupils' skills have been improving recently. The large majority of pupils in key stage 1 and key stage 2 are on track to meet the expected standards in spelling and grammar by the end of the year. Many Year 2 pupils confidently apply '-ed' to verbs and understand that this shows the verb in the past tense.
- Pupils read well and fluently and apply their knowledge of phonics to help them read unknown words. They do this with confidence and enjoyment. Most-able readers are reading at a higher standard and can answer more complex questions.

School details

Unique reference number	115611
Local authority	Gloucestershire
Inspection number	10024913

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Marc Cornwell
Headteacher	Suki Pascoe
Telephone number	01285 740268
Website	http://www.bibury.gloucs.sch.uk
Email address	head@bibury.gloucs.sch.uk
Date of previous inspection	10–11 February 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Bibury Church of England Primary School is much smaller than the average primary school. There are two classes: one for the pupils in Years 3, 4, 5 and 6 and one for those in Reception and Years 1 and 2. Children in the early years attend full time.
- The numbers of pupils who are eligible for pupil premium funding, or are identified as having special educational needs and/or disabilities, or speak English as an additional language, or are in the early years, are very small or are individual pupils. To avoid identification these groups have not been reported on separately.
- Most pupils are from White British backgrounds. The remainder are from a variety of minority ethnic groups.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.

- The school provides after-school care on the school site.

Information about this inspection

- The inspector observed learning in a range of lessons and was joined by the headteacher for most of these observations.
- Meetings were held with the headteacher, other leaders in the school, governors and a representative from the local authority.
- The inspector met with staff to share their views on school development, safeguarding, behaviour and professional development. She took into account the seven staff questionnaires that were completed.
- The inspector checked safeguarding systems and documentation and met with staff from the school office.
- Pupils' work in books was scrutinised; the headteacher joined the inspector for some of this scrutiny.
- Pupils' behaviour was observed in lessons and in breaks between lessons.
- The inspector listened to pupils read and spoke to them when they were at play. A group of older pupils also spoke at length to the inspector about their views of school and their learning. She considered the 31 pupil questionnaires that were completed.
- The inspector visited two after-school clubs.
- The inspector took the views of 18 parents on Ofsted's online questionnaire, Parent View, into account as well as speaking to parents at the beginning and end of the school day.

Inspection team

Liz Wilson-Chalon, lead inspector

Ofsted Inspector

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