

# Oldbury on Severn Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109169
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	309910
<b>Inspection date</b>	16 September 2008
<b>Reporting inspector</b>	David Collard

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	50
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>	Andrew Gazzard
<b>Headteacher</b>	Debbie Dix
<b>Date of previous school inspection</b>	4 October 2004
<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>	Church Road Oldbury-on-Severn Thornbury Bristol BS35 1QG

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<b>Age group</b>	4–11
<b>Inspection date</b>	16 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a much-smaller than average primary school. Most pupils are from a White British heritage and come either from the village or from outlying areas. The proportion of pupils entitled to free school meals is low. The proportion of pupils with statements of special educational needs is higher than normally found. At the time of the inspection, the acting headteacher had been in post for two weeks and the Early Years Foundation Stage (EYFS) children were attending part-time. Historically, there has been a high level of mobility through Years 3 to 6 owing to families moving.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. In particular, the personal development, pastoral guidance and well-being of pupils are outstanding and result in pupils' excellent behaviour and strong relationships across the whole-school community. There has been a smooth transition between the retirement of the previous headteacher and the appointment of the acting headteacher. This has meant a continuous momentum of school developments, providing evidence of the good capacity to continue improving. As one pupil put it, 'We are one whole big family where everybody knows everybody else.'

Children start school with the broadly expected standards for four- and five-year-olds. They progress well through the Foundation Stage, where they are with Year 1 and 2 pupils. The induction processes work well. For example, on their first day the children have the opportunity to take lunch with their parents to help them settle, and only attend part-time for the first few weeks. By the time they start Year 1, most have attained average standards.

Through the rest of the school, teaching is good and pupils achieve well. By the time they leave, standards, while fluctuating because of the small numbers in the year group, are average in national tests and this year are on track to be above average. In these tests, performance is better in English and science than in mathematics, something the school recognises and is actively addressing. The strong teamwork of the staff in planning the right opportunities ensures that pupils make continuous progress as they move through each year. Consequently, there is steady progress in the basic skills of reading, writing and mathematics.

The school keeps good records of individual assessments on pupils but acknowledges that these are not used effectively enough to ensure that all pupils are highly challenged in their learning. Nevertheless, the pupils are confident, articulate, highly motivated to learn and say that their school is 'fun'. A key factor is the way that the good curriculum provides pupils with many exciting opportunities in which they enthusiastically participate. For example, pupils proudly talk about their work at a national garden show and about winning a gold medal. The external learning environment is especially good. There is an outside classroom and extensive grounds, including a 'trim trail' to aid exercise activities. This ensures pupils have an excellent understanding about keeping healthy, staying safe and being responsible. The school is rightly working on further development of the outside area for the EYFS to ensure that the youngest children can make the best use of their play opportunities.

Pupils' pastoral needs are catered for extremely well, although attendance rates are only just at broadly average levels. They have good opportunities to think for themselves and to initiate ideas. This form of responsibility is not so strong for academic endeavour. The school is trialling various systems of target setting but as yet this is not fully embedded and pupils are not always sure of the next small steps in learning they need to take.

The acting headteacher is managing and leading the school well in this interim period before the appointment of a substantive headteacher. She is fully supported by the governing body and together they have identified the right improvements that will make the most difference. As one parent said, 'There is a sense of the whole child being educated, developed and encouraged.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The provision, including the leadership and management for the EYFS, is good. There are well-established procedures to ensure that the small numbers of children settle quickly. These include a high level of involvement with parents and the school taking account of differing needs. This, along with the strong support networks, ensures that the personal, social and health education of the children is excellent. The good teaching encourages children to take responsibility such as in tidying up or learning important key skills in literacy and numeracy. The classroom encourages development in all six areas of learning, although more work is needed to ensure that children can access the outside areas in all weathers. Each term, the staff keep a learning diary to check how well children are progressing against the national criteria. Nearly all children are reaching the standards expected of them. This enables them to move smoothly on to the more formal work in Year 1.

### What the school should do to improve further

- Ensure teaching in all year groups is always challenging and helps pupils know what they need to do next in their learning to help raise their achievement, particularly in mathematics.
- Raise attendance levels to those of similar schools by encouraging parents to see the importance of their child being at school.

## Achievement and standards

### Grade: 2

All pupils, including those with learning difficulties, make good progress. The school's focus on raising attainment in both reading and writing has been successful and is rightly being developed in mathematics teaching, where achievement is not quite as good. The mobility through Key Stage 2 has had some effect on overall results in national tests. A fifth of the pupils have entered the school since Year 3 and the school has recently taken a more robust approach to its assessments to ensure that these pupils make the same levels of progress as others. This is because the achievement for those who have been at the school since Key Stage 1 is noticeably better, particularly in national tests. An issue raised at the last inspection was to do with the low standards in information and communication technology. This has significantly improved and pupils are now achieving at least as well as they should. Achievement in art is particularly good, with high quality work displayed.

## Personal development and well-being

### Grade: 1

Pupils are a credit to the school, their parents and carers. Behaviour in and around the school is exemplary and pupils are keen to be involved in the many activities they undertake. The spiritual, moral, social and cultural development of pupils is good. The school's Christian ethos permeates the work of the school and pupils are involved with the local church. Pupils have connections with two schools abroad, although their understanding of our country's diverse cultures is not as strong. Pupils know all about how to live healthily through their extensive physical activities such as weekly swimming lessons for all years. They also fully understand about how to stay safe. Pupils have a number of responsibilities such as through the school council, which has influenced the choice of outside equipment. However, most of these opportunities are for the older pupils and more could be done to encourage the younger pupils

to take an active role. Pupils have extensive connections with their local village and the school is at the centre of the community. More widely, they take part in national and international initiatives. Despite its best efforts, the school is still disappointed that its attendance rate is lower than a number of other local schools.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and pupils learn well. Planning is thorough and highlights different programmes of study for each year group in the mixed-age classes. Pupils are encouraged to become engaged in lessons, where pertinent questioning stretches their understanding. Teachers have extremely good relationships with their class, and teaching assistants are used well to help pupils from different ability groups. Inspection evidence confirms the school's monitoring, that lessons move at a good pace, are interesting and motivate the pupils. The school is rightly working on ensuring that all these lessons have the highest level of rigour and challenge by raising teachers' expectations about what pupils can achieve. Marking is thorough, although it does not explain how pupils can improve. This restricts the usefulness of the targets set as pupils do not always know what they need to do next.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum makes strong connections between subjects, balancing this with the need to ensure that aspects of personal development are incorporated. Extra-curricular provision is particularly good. There is an extensive range of out-of-school activities, visits and themed weeks, some of which are either suggested or organised by the pupils. For example, older pupils have the opportunity to undertake a residential stay in London to help them experience life in a city. The school environment is very well developed to enhance pupils' learning. In the summer, good use is made of the outside classroom to stimulate creative writing or scientific study. There is still a need to make even stronger links to the key skills of literacy and numeracy, particularly for those who are capable of high achievement.

### **Care, guidance and support**

#### **Grade: 2**

The excellent pastoral guidance ensures that pupils are looked after well. They feel safe and secure, are not afraid to share their concerns and know who to ask should they need help. Governors have ensured that stringent risk assessments have been carried out but with the aim of ensuring that pupils are able to take risks safely. Academic assessment procedures have been reviewed. This is enabling the school to identify what pupils do well and those things that need developing. It is also helping the school to identify trends of performance. Last year, for instance, more attention was paid to developing the teaching of reading and writing, which improved pupils' standards. This approach is not yet universal across all subjects. This partly accounts for the lack of rigour and some fluctuations in the performance of different pupils.

## Leadership and management

### Grade: 2

School management procedures are thorough and the school runs smoothly. The supportive parents appreciate the open and friendly approach. There are excellent procedures to ensure that there is equal opportunity for all the pupils, its staff and the rest of the school community. The acting headteacher has already started developing the EYFS outside area and the monitoring of teaching provision. Finances are secure and resources good. The governing body are able to keep a watchful eye on the school's development and have been instrumental in ensuring that the process of appointing a substantive headteacher is carried out stringently. They have encouraged teachers to develop their own professional expertise such as through studying for degree courses. They have made sure that all statutory requirements are met, including successfully monitoring the new requirements for developing community cohesion. They are now correctly working on making closer links with subject leaders to ensure pupils' achievement is at the highest level.

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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?	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?	2
The capacity to make any necessary improvements	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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>	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 eliminated	1
How well does the school contribute to community cohesion?	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

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

Dear Pupils

Inspection of Oldbury-on-Severn Voluntary Controlled C of E Primary School, Oldbury BS35 1QG

Thank you for making us so welcome during our recent visit. We very much enjoyed meeting and talking with so many of you. I am sure you will not be surprised to hear that we have said that you are at a good school. As I promised some of those I spoke to, I have written the main points of our report below.

- You all get on very well with each other and your behaviour is excellent. We have said that we think you are a credit to your school, your parents and carers. We could see that you really like being at Oldbury and that you enjoy learning. As a result, we have noted in the report that your personal development is outstanding.
- Your achievement is good and, by the time you leave in Year 6, you are generally reaching standards that are in line with or better than those in many other schools. This is because you are taught well so keep up the good work!
- You are also looked after well. You very clearly know how to stay safe, fit and healthy because of the many opportunities you have to take part in the many activities. We think that your outdoor area is great. You must be spoilt for choice at breaktime!
- As some of you told us, you are given a good range of activities in each subject and the artwork we saw was particularly good. We have also said that your work in ICT has improved since the last inspection.
- Your acting headteacher has the right ideas for the future and she has the full support of the staff and governors.
- We have asked that your school works on two areas that will help your school become one of the best. Firstly, we have asked that your teachers make sure you understand the targets you are set. This will help you achieve the highest possible standards in all your subjects. The second one is something that you can help with. The attendance rates are not as high as they should be, which is surprising since you all like school so much. Perhaps you can talk with your parents about how important it is to attend school every day so that you do as well as you can.

Finally, we would like to wish you all the best for your future education. Keep working hard, attend school regularly and you will achieve all that you wish to.

Best wishes David Collard Lead Inspector