

# Uley Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115657
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312016
<b>Inspection dates</b>	28 January 2009
<b>Reporting inspector</b>	Tony Shield

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Henry
<b>Headteacher</b>	Karl Joyce
<b>Date of previous school inspection</b>	16–18 May 2005
<b>School address</b>	Woodstock Terrace Uley Dursley, Gloucestershire GL11 5SW
<b>Telephone number</b>	01453 860350
<b>Fax number</b>	01453 861238

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28 January 2009
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## Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school, including the Early Years Foundation Stage (EYFS), and investigated the following issues.

- Which aspects of the school in particular, contribute to its success.
- Whether teaching and progress is consistently challenging, especially in Years 3 to 6.
- How effectively the school takes action to drive up standards even further.

Evidence was gathered from an analysis of nationally published assessment data and the school's own assessment records, scrutiny of policies and other school documentation, observation of the school at work, interviews with teachers, governors and pupils, and from parents' responses to a questionnaire. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Uley Church of England Primary School serves the village of Uley in Gloucestershire. It is smaller than most primary schools. All pupils are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is below average. The school offers a breakfast club and after-school club as part of its extended school provision.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

Uley Church of England Primary is a good school in which pupils feel valued and trusted and make good progress. Teachers give them the confidence to succeed through providing support and challenge in equal measure. Key factors in the school's success are its Christian ethos, which encourages interdependence and trust amongst the school community, and the climate of good relationships which enables pupils to feel safe and enjoy coming to school. Above all, the school is ambitious to improve further and is well placed to do so. A majority of parents are very supportive and appreciate the small size and family feel of the school. A small number are critical of the school's response to their suggestions and complaints.

The headteacher has provided clear direction and purpose and has successfully welded new teachers into a good team. This sense of teamwork is a strength, and the strong commitment to provide the best for all pupils is evident. Leadership and management are good at all levels. Staff are increasingly reflective and self-critical and keen to take the initiative. In some cases, their capacity to lead and contribute to school improvement needs further development. The school knows its strengths and weaknesses well and has a well conceived plan to tackle these. Governors also play an effective role. Their thoughtful insights and dedication to the school are invaluable. The school's contribution to promoting community cohesion is satisfactory. While links with the local and wider, including the international community are good, governors have yet to review and evaluate the impact of the school's work in this area. The school does much to develop pupils' understanding of their responsibilities as global citizens through its work in promoting the UNICEF rights and responsibilities agenda. However, pupils are less aware of what it means to live within a culturally diverse Britain.

Standards in English, mathematics and science are above average. Given their broadly average attainment on entry to the school, this represents good achievement. In recent years, pupils' progress has been better in the EYFS and Years 1 and 2 than higher up the school, where progress has been closer to satisfactory than good. However, teaching in Years 3 to 6 has improved and as a result, pupils are now making consistently good progress. Writing remains a relatively weaker aspect, particularly, though not exclusively, amongst more-able boys. Girls tend to reach higher standards than boys in tests and assessments in both Years 2 and 6. However, the gap is already narrowing as the impact of action taken by the school begins to take effect. Another particular strength of the school is music, with the school choir and orchestra boasting large numbers of pupils. The school aims high and challenging targets are rightly set. The school has fewer pupils with learning difficulties and/or disabilities than in many schools. They make good progress because of some exceptionally good assistance from learning support workers, who are alert and responsive to individual needs and proactive in their support.

Pupils succeed because the teaching is good. Improvements to teaching in the top two classes are leading to more consistently good progress. Teachers adopt imaginative approaches to devising topics and tasks which interest and excite the pupils. Classrooms are busy places in which pupils work hard to do their best. Many take pride in their work and speak about it with unconcealed pleasure. High expectations characterise the teachers' approach and activities are usually well

planned to challenge everybody at their own level. However, some able pupils commented that they could work harder. A brisk pace keeps pupils on their toes and pupils are encouraged to share and discuss their ideas with their peers. This encourages all to participate and the development of good speaking and listening skills. As a result, most pupils are confident and articulate. Good use is made of personal targets, encouraging pupils to think about what they should be aiming for. However, not all pupils' learning skills are well developed. Some pupils are hesitant to take the initiative with their learning, preferring to rely on the teacher for answers. Pupils' research skills and ability to solve problems on their own are not well developed. Their ability to ask as well as answer questions and their capacity to work out how to improve and what to do next on their own, need further development.

Pupils' personal development is good. They are friendly, welcoming and confident. As they move through the school, pupils display increasing maturity and thoughtfulness. Pupils enthusiastically help out with the day-to-day running of the school, and their sense of responsibility to the school community is strong. The school council encourages pupils to develop a voice which they know will be respected and listened to. Pupils have, for example, been consulted over the school mission statement, improvements to the playground and the school's travel plan. Candidates for staff appointments are also interviewed by the school council. Attendance is above average and pupils speak with pride of their school and how much they enjoy coming. Pupils are well known to the staff and as a result feel safe and well cared for. They have a good awareness of healthy lifestyles and are well prepared for their future lives. Pupils' spiritual, moral, social and cultural development is good. The school's links with the church encourage pupils to reflect and develop a good understanding of themselves and their place in the world. Behaviour is good and pupils are polite and courteous to adults and one another.

Pupils' care and welfare are given a high priority. All arrangements for safeguarding children are securely in place. Both the breakfast and after-school clubs offer good standards of care, and pupils' safety and well-being are paramount. Pupils' academic progress is carefully tracked and regular assessments ensure any who are at risk of underachieving are identified early and given support to fulfil their potential. Both marking and verbal feedback are effective, enabling pupils to have a secure knowledge of how well they are doing.

The good curriculum is planned well to meet pupils' academic and personal needs. The provision of information and communication technology (ICT) has improved markedly since the last inspection, and pupils are confident users, while teachers use interactive whiteboards effectively to present lessons in an interesting way. Provision for pupils with learning difficulties and/or disabilities is good, and the coherent way in which support in the classroom is provided helps their progress considerably. Increasingly, work is planned across subjects, with opportunities to develop basic skills in different subjects. Pupils benefit from visits and visitors and the enrichment gained from extra-curricular clubs, particularly those in music. The after-school club offers a good range and variety of activities, which, together with the good relationships with the play leaders, ensure that pupils are continuing to learn while having fun.

The school has made some rapid gains recently and, given its ambition, is very well placed to improve further.

## **Effectiveness of the Early Years Foundation Stage** **Grade: 2**

Children make good progress in the Reception class. They join with skills broadly in line with those expected for their age and start Year 1 with attainment above expected levels in all areas of learning. This is especially true of children's personal development. Children develop strong and trusting relationships with adults, gaining confidence in expressing themselves. Resources are well used to bring out the best in the children, but the outdoor area remains limited in its capacity to promote all areas of learning. However, well designed activities and good teaching ensure that children are energetic and enthusiastic learners. Children are encouraged to share, take turns and make choices in their learning, helping to develop their independence. Induction arrangements are well established and parents are particularly appreciative of the care taken to manage this process sensitively. The school demonstrates high levels of concern for children's welfare and parents are rightly confident that their children are safe and secure. Assessment is beginning to be used with more precision to plan activities and to build up a picture of each child's development. Overall, children are very well prepared for entry to Year 1. The EYFS is well led and managed, and there are clear plans for improving the provision further.

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

- Improve writing skills, especially those of more-able boys.
- Develop pupils' learning and research skills to encourage more independent learning, while encouraging pupils to take responsibility for solving problems on their own and working out for themselves how they might improve.
- Build the capacity of all staff to monitor, evaluate and further improve the school, including its contribution to community cohesion.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

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

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise Standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>
How well does the school contribute to community cohesion?	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>



29 January 2009

Dear Pupils

### **Inspection of Uley Church of England Primary School, Uley, GL11 5SW**

Thank you for welcoming us and being so friendly to us when we visited. We really appreciated being part of your school family for the day. Yours is a good school of which you are rightly proud to attend! The confident way in which you answered our questions is a reflection of your good personal development. It is obvious that you really enjoy coming to school. These are some of our findings.

- You are very polite, behave well and growing up into sensible young people.
- Everybody at school gets on very well together.
- Teachers give you good opportunities to take responsibility and you respond very well to these. You are trusted by the staff, and know that your views will be taken seriously.
- Most of you make good progress, because the teachers make things interesting and fun to learn.
- Most of you work hard and are keen to do your best.
- The school takes good care of you, ensuring you feel safe and well looked after.
- The headteacher and all the teachers are working hard and effectively to make your school even better.

We have asked the school to do the following things to make your school even better.

- Improve your writing skills, especially of those boys who are capable of really imaginative and good writing.
- Give you more opportunity to take responsibility for your learning so that you are not so reliant on the teacher for answers!
- Improve the teachers' skills in checking how well things are going and making the school even better.

You can certainly help the teachers with these things! Thank you once again for your help during our visit, and good luck with your work in the future!

Yours faithfully

Tony Shield  
Lead inspector