

Olveston CofE Primary School

Inspection report

Unique Reference Number	109170
Local Authority	South Gloucestershire
Inspection number	356491
Inspection dates	24–25 January 2011
Reporting inspector	David Carrington

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mark Anderson
Headteacher	Faye Bertham
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons led by 7 teachers. Meetings were held with the headteacher, deputy headteacher, senior leaders and members of the governing body. The inspectors observed the school's work, and looked at school planning, assessment data, records of pupil's work, the school's checks on the quality of teaching and a number of policy documents. The team received 121 questionnaires from parents and carers and also evaluated those from school staff and the pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which achievement in writing has been improved further.
- Whether the reorganisation of leadership and management, especially the introduction of the middle leadership team, has benefited school performance.
- The effectiveness of partnerships with other communities in this country and overseas in promoting pupils' understanding of diversity.

Information about the school

Olveston CofE is an average-sized primary school. The pupils come from the village and surrounding area. The proportion of pupils known to be eligible for free school meals is low. Virtually all the pupils are from White British families and all but a few speak English as their main language. The number of pupils with special educational needs and/or disabilities is below average for the size of the school, although the proportion has risen in recent years. The number of pupils who join or leave the school part-way through their primary education is also rising and is now above average. The school has been awarded Healthy School and Eco School status.

The Olveston Out of School Club, that is based at the site, is privately managed and was not inspected by the team.

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?

1

The school's capacity for sustained improvement

1

Main findings

Olveston CofE Primary is an outstanding school. It has made rapid improvement since the previous inspection, particularly in the Early Years Foundation Stage, provision for information and communication technology, the quality of teaching and learning and the rigour of school self-evaluation. This has culminated in a significant rise in pupils' progress. The headteacher provides expert leadership and has created a strong team of staff and members of the governing body. Because of its probing approach, the middle leadership team is at the heart of the school's brisk improvement. All adults have high expectations, share a common sense of purpose and are ambitious for the pupils' success. The school has outstanding capacity to sustain its first-class effectiveness.

Attainment has remained high for a number of years. The school has ensured that attainment in writing is as high as that in mathematics by using every opportunity the curriculum can provide to give pupils the necessary practice to increase their skills. Much writing is inspirational and by the time pupils leave Year 6 many are writing at the level expected of pupils at least a year older. The overall progress of pupils is good rather than outstanding. This is because the pupils who do not complete their whole education at the school do well, but some do not have enough time at Olveston to benefit fully from its excellent curriculum and teaching and to reach their full potential. Nonetheless, pupils with special educational needs and/or disabilities are supported superbly by teachers and their assistants and they make great gains in their skills and knowledge. This is also true of children in Reception who are enthusiastic and happy learners and much enjoy the intriguing themes and tasks they meet.

Parents and carers show their appreciation of the school's work in their very positive response to the inspection questionnaire. The partnership between home and school is very successful in helping pupils reach their potential. During the 'Talent Tuesday' assembly, the pride visible as Year 1 pupils shared their excellent-quality houses and homes, made as part of their homework, was very evident. Pupils are extremely well behaved, polite and considerate. They make a strong contribution to the school and village community, although opportunities for links with communities further afield are not as substantial. The promotion of community cohesion is, therefore, good rather than outstanding, although a start has been made to celebrate diversity through some useful links with schools overseas. The Healthy School status is fully warranted as pupils have a very strong understanding of how to keep fit and healthy. The attractive, well-equipped grounds are testament to pupils' work to protect the

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environment and underpin the award of Eco School status.

What does the school need to do to improve further?

- Increase the opportunities pupils have to meet and communicate with people from other communities in this country and overseas.

Outcomes for individuals and groups of pupils

1

Attainment in mathematics is high. In a Year 5 lesson, to develop efficient written methods of calculating complex multiplication problems, pupils in all ability groups very much enjoyed the challenge provided. The theme and humour of providing anti-gravity linoleum to cover a spaceship made the work doubly motivating. Spurred on by their success they tackled problems of increasing difficulty, asking questions such as, 'How can I challenge myself now I have solved this set of problems?' School records show that many Year 6 pupils are working at higher than expected levels in mathematics, which are also illustrated by their work in books.

Progress in Year 1 has been accelerated considerably since the previous inspection; the pupils in the year relish the challenge provided. They thoroughly enjoyed identifying adjectives in sentences describing homes and were able to explain why 'garden' was not an adjective. A strength of the lesson was the creation of ample time for pupils to talk together before answering questions. This meant they were able to write accurate and quite expressive sentences that illustrated different qualities of houses and homes. In other classes progress is similarly good and attainment increases steadily year-on-year.

The pupils develop extremely well as people. They show great confidence, independence and self-reliance as they work. There is very strong, purposeful and productive collaboration as pupils challenge each other to ever better achievement. Self-discipline is a sterling quality of pupils' behaviour. Although a very small number are concerned about bullying, the vast majority speak determinedly about the way any such behaviour is corrected and would be overcome quickly and effectively. Thus, they feel very safe in school. They would welcome more opportunities to meet people from other walks of life and talk enthusiastically about the opportunities they have had to do this, reflecting well on the differences and similarities they note.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2

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

How effective is the provision?

Teaching is of high quality. Nowhere does the quality of teaching fall below good. This is not just evident in lessons but is very obvious in pupils' books. The system of sharing targets and checking the progress made towards them is highly successful in helping pupils improve and increase their skills, knowledge and understanding across all subjects. Lessons are planned to have ample opportunities for pupils to discuss their own progress and to identify what they must do to improve. The marking of books follows a similar approach. Put together, this emphasis ensures that learning is very tightly focused on pupils' individual abilities and needs. Beyond that, the pupils are adamant that teachers make learning fun and interesting and that this is why they do so well.

The curriculum is rich, rewarding and relevant. Pupils' creativity is sponsored very effectively and their achievement in music, art and drama is enhanced considerably by the opportunities to learn different instruments and take part in local community events. Out-of-school activities are wide ranging. Notable examples were the very moving performance given by Olveston Sing Stars at Bristol Cathedral and the later broadcast on local radio. During a repeat performance by the drama group in school, the audience were held almost motionless by the sheer quality of the acting and singing. The spirituality in the performance was most marked. Pupils are also enthusiasts for the Wednesday afternoon curriculum when they experience a very wide range of activities and work with others from different age groups. Making chocolate truffles is clearly a very popular task.

Care, guidance and support are excellent. Pupils with barriers to learning are helped to overcome these and to make outstanding progress. Dyslexic pupils, for example, are able to write effectively by the time they leave Year 6. While their spelling may still be unreliable, their desire to succeed is very evident in their books. Like the other pupils they take pride in their work and their handwriting and presentation is very neat.

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These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher sets the tone for leadership and management through her perseverance and aspirations. She provides a very clear direction for school improvement. Additionally, she has ensured that all other staff contribute very strongly to school leadership and management. Olveston is an efficient and extremely well-organised school, but it also has humanity and sensitivity in its approach. Staff, members of the governing body, parents and carers and the pupils feel valued for their contributions.

The safeguarding of pupils is watchful and quick reacting to any risk or danger. Any risk around the school site, for example, is rapidly removed. Members of the governing body play a full part in this process by ensuring the school has up-to-date policies and guidance and that staff are fully trained to uphold pupils’ safety and security. The promotion of equality of opportunity is first-rate because individual needs are known, pursued and achieved in quick time. There is absolutely no tolerance of discrimination and the pupils play very happily and harmoniously together.

School leaders recognise the necessity of enhancing the promotion of community cohesion by forging stronger links with communities in other parts of the United Kingdom and overseas. There are already some useful links, although in the past some have been short lived. However, the pupils remember them fondly and say they would enjoy more chances to meet and communicate with others outside the locality.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1

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

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The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Improvements to provision in the Reception class are one of the school’s greatest successes of recent years. There is a very well judged blend of more formal, adult-led learning and play-based activity where children are encouraged to make choices and use their initiative, imagination and independence. The children were much enthused by the space theme during the inspection. They talked constantly together as they chose resources to make model rockets, furnish a space ship or plan a flight beyond Earth. The bustle of activity was maintained for a long period and the classroom was gradually transformed into a vibrant representation of alien space.

During all this activity, the staff maintained a close watch on learning, recording progress as it emerged and guiding children to further discoveries. Staff responded to the children’s ideas rather than controlled their learning. This approach is clearly common. Such exciting learning is the reason why the children make outstanding progress and accomplish all their learning goals. When they join Year 1 the children have very well developed skills and knowledge in all areas of learning. These results are due to the first-class leadership of the phase and the very strong team work between staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

The return rate of the questionnaire was well above average. The vast majority of parents and carers hold positive views of the school's work. There were a very few exceptions, chiefly concerning bullying, the security of the site and the amount of physical education. Inspectors investigated each of these and can reassure parents and carers that whilst some bullying may occur, measures to tackle it are very successful. Similarly, a close watch is kept on site security and the school responds quickly to any concerns about this. The amount of physical education is appropriate for a primary school. Despite the concerns, most questionnaires with comments included positive thoughts about communications with staff, the school's central role in the village and its caring, nurturing ethos. Many parents and carers wrote about the excellent progress their children are making and their pride that their children attend Olveston School.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Olveston CofE 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	68	36	30	1	1	2	2
The school keeps my child safe	65	54	49	40	6	5	0	0
The school informs me about my child's progress	50	41	64	53	5	4	1	1
My child is making enough progress at this school	53	44	61	50	5	4	1	1
The teaching is good at this school	73	60	41	34	6	5	0	0
The school helps me to support my child's learning	61	50	49	40	6	5	1	1
The school helps my child to have a healthy lifestyle	55	45	61	50	2	2	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)	56	46	50	41	4	3	0	0
The school meets my child's particular needs	63	52	48	40	7	6	1	1
The school deals effectively with unacceptable behaviour	57	47	46	38	11	9	3	2
The school takes account of my suggestions and concerns	57	47	54	45	5	4	1	1
The school is led and managed effectively	80	66	36	30	4	3	0	0
Overall, I am happy with my child's experience at this school	72	60	45	37	2	2	2	2

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%. Percentages have been rounded.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



26 January 2011

Dear Pupils

Inspection of Olveston CofE Primary School, Bristol BS35 4DB

Thank you for the warm welcome you gave us when we visited school recently. We will remember the 'Talent Tuesday' assembly we saw for a long time. We judge that you go to a first class school that has many great things about it. It would be a long list if we were to write about them all here, so we have chosen the key things from our report.

- You reach high standards and make good progress.
- Children in Reception really enjoy their time in school and are very successful learners.
- Your behaviour is impeccable¹. You look after and help each other with great care.
- You are taught expertly. You have great fun in your learning.
- All the adults in school take great care of you.
- Your school is led and managed very well. Your headteacher and staff have high expectations of your work and behaviour.
- There has been excellent improvement to the school.

There is one main thing that can be improved further.

- You could be helped to find out more about people in other parts of this country and overseas.

We noticed that you enjoy the different work given to you on Wednesday afternoons. You told us you particularly enjoyed making chocolate truffles. Perhaps you could find out about what children in other places like to do in school too. This would help your teachers make the improvement we have written about.

Yours sincerely

David Carrington
Lead inspector

¹ If you are not sure of this word, look it up in your dictionary.

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