

Hartpury Church of England Primary School

Inspection report

Unique Reference Number	115627
Local Authority	Gloucestershire
Inspection number	357788
Inspection dates	14–15 October 2010
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	92
Appropriate authority	The governing body
Chair	Mary McGhee
Headteacher	William Greenwood
Date of previous school inspection	15 October 2010
School address	Over Old Road Gloucester GL19 3BJ
Telephone number	01452 700446
Fax number	01452 700446
Email address	admin@hartpury.gloucs.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons led by four teachers. Meetings were held with the headteacher, assistant headteacher, senior leaders and the governors. The inspectors observed the school's work and looked at school planning, assessment data, samples of pupils' work, the school's monitoring of the quality of teaching and a number of policy documents. The team received 48 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 the following.

- Whether assessments and the tracking of pupils' progress, especially for boys, have improved.
- The effectiveness of provision for information and communication technology and its use across subjects.
- The use of indoor and outdoor space in the new Reception class.
- Whether community cohesion is promoted well with groups outside the local area.

Information about the school

Hartpury is smaller than most primary schools. Most of the pupils are from white British families and few speak English as an additional language. The proportion of pupils known to be entitled to free school meals is about average. A below-average proportion have special educational needs and/or disabilities, including some with behavioural, social and emotional difficulties.

The school has recently made changes to provision for children in the Early Years Foundation Stage. Children are now taught in a separate Reception class, alongside some year 1 pupils. There is a privately managed playgroup on site which caters for younger Early Years Foundation Stage children. This was inspected separately

At the time of the inspection, the headteacher had been in post for four terms.

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?

3

The school's capacity for sustained improvement

2

Main findings

Hartpury C of E Primary School provides a satisfactory education for its pupils. Although there is much evidence of improving provision and rising achievement, this is not found consistently across the school. Currently, pupils make satisfactory progress and leave Year 6 with above-average attainment. The school is well led by the new headteacher, who has quickly built a strong team of staff who are enthusiastic about improvement. School self-evaluation has been refined so that both the tracking of pupils' progress and the monitoring of the quality of teaching are systematic, but as some of the improvements are relatively new, they have yet to have full effect. Nevertheless, recent positive changes mean staff amend the work set for pupils to provide greater challenge, which is showing in the above-average and rising proportion of pupils reaching the higher levels in assessments.

Improvement since the previous inspection has been effective in making better use of the outside area for Reception children and in the effectiveness of governance. Pupils' rate of attendance has continued to climb and is now at high levels. Improvement has been especially marked in information and communication technology (ICT), which is used substantially to support the development of essential skills and knowledge across the curriculum. The new Reception class children are benefiting from accurate assessment of their needs and are already showing their potential as above-average attainers. The leadership of teaching is well focused on increasing the proportion of well-taught lessons and eliminating lessons where pupils just mark time. The governing body plays its part well in evaluating the quality of the school's work and is increasingly becoming effective at probing results to check pupils are achieving better than has been the case recently. Although the school's effectiveness is satisfactory, the school's capacity to improve is good. This is because the school has full awareness of where it needs to improve further, has secured good improvement in several key areas, and the drive, expectations and aspirations of the new headteacher are successfully enabling other staff to drive improvements further.

Teaching is satisfactory, although there are clearly good lessons too. The best lessons provide constant challenge and engagement for all pupils, as seen when the mixed age Year 5/6 class investigated maps of Clevedon in Somerset, and attempted to draw the view of the town as it might be seen from out at sea. They learned much about map keys and hypothesised the scene from the array of symbols on the map. There was good self-evaluation of learning in this lesson. In some lessons, however, the teacher may talk for too long and then pupils begin to fidget and sometimes misbehave because they are impatient to start their practical or written work. In such sessions the pupils become too dependent on the teacher for the progress they make. School leaders are working successfully to tackle such shortcomings and good features of learning are apparent in all lessons.

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Please turn to the glossary for a description of the grades and inspection terms

While there is some good use of assessment to support learning, as in the self-evaluation in the geography lesson mentioned above, there are inconsistencies across all classes. In some lessons the teacher answers the questions, rather than giving scope for pupils to discuss issues together and make a considered response. Similarly, feedback about how well pupils are learning is sometimes too one-sided and does not allow the pupils to talk themselves of their successes and difficulties. The same holds for the marking of pupils' work, which is insufficiently focused on the next steps towards improvement. There is good practice in these matters, although this is insufficiently shared at present.

Pupils' spiritual, moral, social and cultural development is good. It is enhanced well by the effective partnerships the school has formed with parents and carers and with other schools and agencies. This enables the school to provide a wider-ranging curriculum than otherwise might be the case. Provision and achievement in music is a conspicuous strength, for example. This contributes strongly to pupils' cultural development. The school is able to promote community cohesion well as a result of its many partnerships, including those with schools in Kenya and France, although leaders recognise links with communities elsewhere in the United Kingdom are not as well developed.

What does the school need to do to improve further?

- Strengthen the use of assessment to support learning through the school this coming academic year by:
 - giving pupils consistent opportunities to consider how well they are meeting their targets
 - making sure pupils have ample time to talk together about the next steps in their learning
 - identifying when marking books how well the pupils have met their targets and what they must do to improve
 - allowing the pupils to write their own comments about their work.
- Foster greater independence, self-reliance and initiative in pupils' learning through the school this academic year by:
 - ensuring that the time teachers spend explaining a task is not too long
 - making sure pupils have enough time to think about an answer to the question before responding
 - planning an effective balance between activities that are led by the teacher and those that are managed by the pupils
 - checking that the work gives pupils the opportunity to show their initiative and develop good skills of collaboration.
- Build further partnerships with people from other communities across the United Kingdom to improve the school's promotion of community cohesion.

Outcomes for individuals and groups of pupils

3

Pupils attain above-average results in reading, writing, mathematics and science. The level of attainment was higher last year than the year before. In lessons, pupils generally work

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productively and purposefully and are keen to meet the challenges provided for them. This ensures higher attainers are set demanding enough work. Boys are mostly well motivated and as involved in the learning as girls. Where there is a slackening of progress, the teacher too tightly controls the learning. At other times, progress is brisk because the activities sustain practical work for considerable time. This was observed in a mixed Year 3/4 ICT lesson where the pupils were creating a visual presentation mixing text and graphics that supported their learning in literacy. In this lesson, boys were noticeably more mature in their approach to the work than when they have to listen for long periods. Pupils' maturity and readiness for greater responsibility in learning contribute to their good preparation for the next stage in education. Their above-average attainment is a significant factor in this.

Pupils with special educational needs and/or disabilities make the same satisfactory progress as the other pupils. Teaching assistants are successful in their work with these pupils, guiding and encouraging them to good effort and enjoyment of their tasks. Thus, the mixed-age Year 1/2 pupils with learning and behavioural needs perfecting their use of connecting words in sentences were given a useful variety of activities that maintained their interest and enabled them to make the necessary progress.

While the overall quality of behaviour is satisfactory, most pupils respond well to staff expectations of work and conduct. Their enjoyment of school is very pronounced and showed clearly in the Harvest Festival service held at a neighbouring parish church and in the musical assembly observed on the second day. Musical achievement in both of these events was good. The pupils' participation in them underlined the good contribution pupils make to their school and local communities.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching, while typically satisfactory, is improving because senior leaders have pinpointed key weaknesses for staff to remedy. The staff now know the strengths and weaker aspects of teaching and learning because of the revamped monitoring system which puts pupils' progress at the heart of the evaluations. During the inspection it was apparent that staff are reflective of feedback given about their work and that they are working effectively to improve their practice. At present, opportunities for pupils to take charge of their own learning, for example through evaluating their own progress, are not frequent enough, but pupils' enthusiasm and enjoyment of work demonstrate their potential as mature and sensible learners.

Pupils' independence, imagination and initiative are not yet captured and enhanced in the work in all lessons and subjects. However, the curriculum is supported well by the partnership with other schools. Sporting activities are a good example, as the pupils are able to take part in a wider range of physical education and games than might be expected in a small school. Pupils' personal, social and health education is promoted well and is supported ably by the good quality of care, guidance and support. Pupils with barriers to learning are helped to overcome their worries and difficulties and to join other pupils in having fun in learning. Pupils whose behaviour is not consistently of the expected good quality say they enjoy school and want to do well, and at times show they can be trusted to work sensibly on their own.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leadership is shared by all staff members because of the school's small size. As a team they are well focused on improving provision in the classroom, but because some improvements are recent they do not yet show their full impact on pupils' progress. The much-improved assessment, monitoring and evaluation activities are the basis for their identification and review of improvement priorities. School improvement priorities are well chosen and centre on raising achievement and making pupils' existing satisfactory level of equal opportunity better. A concerted effort to improve equality has ensured that any discrimination is not tolerated and that underperforming groups are better identified to help boost their progress.

The headteacher has high expectations, clearly expressed ambition and consistent drive to make the school more effective. He has accomplished much improvement in a relatively short time. This is recognised by staff, parents and carers and members of the governing body, all of whom realise that being a good school is the aim. The governing body is at the heart of the school's good procedures, particularly in ensuring all pupils are safeguarded well. No time is lost in addressing areas of potential hazard. The current building works are a conspicuous example of how risk assessment is related to the needs of the pupils and not just the adults. Members of the governing body have a rising profile in school, including the promotion of community cohesion, as seen in the village focus of the school Harvest Festival. They are keen to reinvigorate links with another primary school elsewhere in the United Kingdom in order to ensure community cohesion is promoted equally well at all levels, both locally and further afield.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

At the time of the inspection, the separate Reception class had only been in operation for a few weeks. Already there are signs that the children have settled well in school and that they have above the expected level of skills and knowledge. They work well in groups and pairs and show good independence. A number of children particularly enjoyed playing in the shrubbery outside, apparently away from adult eyes. They felt grown up and trusted as they did this. In fact, the staff were observing their play from a distance, so that their progress in personal, social and emotional development was assessed and recorded appropriately. The children have well-developed literacy and numeracy skills and their personal, social and emotional development is good. They are building from this strong starting point satisfactorily at this early stage in the school year.

The Early Years Foundation Stage is led and managed satisfactorily. There has been a recent change in staffing is on a job share basis. It is too early for some of the changes made to provision to show their full influence on children's satisfactory progress. However, children's welfare is promoted well and there are effective links with the on-site playgroup and the Year 1/2 class that ensure children make a smooth transition into and out of Reception. Generally, children leave Reception with above-average skills and knowledge levels across all six areas of learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An above-average proportion of parents and carers returned the questionnaire. They hold very positive views on most aspects of the school. However, a quarter expressed concerns at the way behaviour is managed in school. For this reason, inspectors spent more time than is usual investigating behaviour, which for most pupils is good. A few pupils are difficult to manage and their behaviour often deteriorates when they have to spend a long time listening to the teacher. Several parents wrote positive comments about ways in which the school was working to improve behaviour. The first area for improvement in this report is, in part, related to ways to make learning more interesting and thus, improve behaviour. Parents and carers particularly identified the effective pastoral care for their children. They felt the school has formed a very good partnership with them and several identified the strong leadership in the school as a strength.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartpury C of E 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.

Inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	46	25	52	1	2	0	0
The school keeps my child safe	25	52	22	46	0	0	0	0
My school informs me about my child's progress	24	50	22	46	1	2	0	0
My child is making enough progress at this school	21	44	24	50	3	6	0	0
The teaching is good at this school	21	44	25	52	2	4	0	0
The school helps me to support my child's learning	14	29	32	67	2	4	0	0
The school helps my child to have a healthy lifestyle	20	42	26	54	1	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)	23	48	23	48	1	2	0	0
The school meets my child's particular needs	17	35	27	56	3	6	0	0
The school deals effectively with unacceptable behaviour	7	15	27	56	11	23	1	2
The school takes account of my suggestions and concerns	15	31	28	58	5	10	0	0
The school is led and managed effectively	17	35	30	63	0	0	1	2
Overall, I am happy with my child's experience at this school	20	42	24	50	3	6	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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"> ■ 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.



18 October 2010

Dear Pupils

Inspection of Hartpury C of E Primary School, Gloucester GL19 3BJ

Thank you for giving us a friendly welcome when we visited your school recently. We saw just how much most of you enjoy school and your enthusiasm to learn well. We judge that your school provides you with a satisfactory education. In our report we have written about the good improvements being made. We have also identified three main things for further work:-

- Get teachers to make better use of information about how well you are doing in your work to help plan activities for lessons that will really stretch your thinking.
- Give you more chances to be independent and to talk and write about how well you are learning.
- Develop stronger links with people in other parts of the United Kingdom

We know your teachers will do their best to make these improvements. You can help by explaining to them what you find difficult or too easy in your work. You can tell your parents and carers too.

Your school clearly has a number of good things. Your attendance is excellent, you reach above-average levels in your work and you know how to keep fit, healthy and safe. We were impressed with your Harvest Festival at Maisemore church and your musical assembly on the second day we were with you. These showed your talents as musicians and the good way in which you work with others.

Best wishes for your future education.

Yours sincerely

David Carrington

Lead inspector

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