

# Hartpury Church of England Primary School

Over Old Road, Gloucester GL19 3BJ

**Inspection dates** 5–6 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching and achievement require improvement. There is not enough good or better teaching to ensure that pupils achieve consistently well in writing and mathematics.
- Activities are not always planned to suit the abilities of all pupils and the pace of some lessons is too slow.
- There are not enough opportunities for pupils to learn and think for themselves. During some lessons, teachers do not check that pupils understand what they are doing.
- Teachers' marking does not always provide pupils with clear comments on how to improve their work.
- Leadership and management require improvement. The governing body relies too heavily on senior leaders to provide information. Governors do not evaluate the school's work with sufficient rigour for themselves.
- Not all staff are taking a full and active part in supporting senior leaders to improve the quality of teaching and raise pupils' achievement.

### The school has the following strengths

- The acting headteacher and assistant headteacher have made a good start in speeding up pupils' achievement and improving the quality of teaching.
- Pupils feel safe and behave well around the school and in lessons, even when the lessons are dull and move at a slow pace. Attendance is well above average.
- Children in the Reception class make good progress and are happy and well cared for. They enjoy a perfect balance of work and play activities.
- Teaching in the Year 5/6 class is consistently good and frequently outstanding; consequently pupils achieve well and make up for weaker achievement in previous years.

## Information about this inspection

- The inspector observed nine lessons taught by six teachers and attended two whole-school assemblies.
- The inspector heard pupils from Year 1 read, attended a guided reading session in the Year 5 and 6 class, and observed the teaching of phonics (sounds that letters make) in the Reception class and Year 3/4 class.
- The inspector held meetings with members of the governing body, a representative of the local authority, and with groups of pupils.
- The inspector looked at a range of evidence, including the school's data for tracking pupils' progress, the acting headteacher's monitoring reports, a local authority review and the work pupils were doing in their books.
- The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures.
- The inspector met some parents informally at the start of the school day and took into account the responses to the school's own survey, as well as 22 responses from parents and carers to the on-line questionnaire (Parent View).

## Inspection team

Joyce Cox, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school, set in a rural village.
- Children in the Early Years Foundation Stage are taught in the Reception class. Older pupils are taught in three mixed age-group classes: a Year 1 and Year 2 class; a Year 3 and Year 4 class; and a Year 5 and Year 6 class. One class teacher works full time; all the other class teachers work part time.
- The vast majority of pupils come from White British backgrounds; a very small number come from minority ethnic backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is well below the national average.
- The proportions of disabled pupils who have special educational needs supported at school action, or at school action plus or with statements of special educational needs, are below the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The previous headteacher left the school in July 2012 and, since September 2012, an acting headteacher has been in post for 3 days a week. She is also headteacher of a nearby primary school. A permanent full-time headteacher is joining the school in January 2013.
- There is an independently managed playgroup on site which was not part of this inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching, particularly in writing and mathematics, so that all lessons are good or better, by ensuring that:
  - teachers always plan activities that are accurately matched to the needs of all pupils so lessons run at a brisk pace and pupils remain engaged and involved
  - teachers check pupils' learning regularly by referring to the aims of the lesson and asking pertinent questions to make sure that all pupils are making good progress
  - teachers' marking tells pupils clearly what they are doing well and how they can improve their work
  - the outstanding practice in the Year 5/6 class is shared so that teaching in all classes benefits from the best features.
- Improve the effectiveness of leadership and management by ensuring that:
  - all staff are fully committed to school improvement and take a full and active part in supporting senior leaders to improve the quality of teaching and in raising pupils' achievement.
  - the governing body take a more active role in finding out about the quality of teaching and the achievement of pupils for themselves so they can support school improvement more effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress requires improvement if their achievement is to become at least good. Although pupils make better progress during their later years at school, their overall progress from Year 1 to Year 4 is not yet good because of variations in the quality of teaching across the school.
- Children enter the Reception class with skills and understanding that are broadly in line with those expected for their ages. A small number of more able children exceed the expected levels. Children make good progress, particularly in their personal, social and emotional development and in acquiring early reading and writing skills.
- Over the last few years, pupils in Year 6 have left the school with average standards. In the 2012 tests, Year 6 pupils attained high standards in reading and above average standards in writing and mathematics because of high quality teaching in the Year 5/6 class which enabled many pupils to catch up after making slow progress previously.
- Reception children develop a love of reading through acting out traditional fairy tales in their role-play castle and by having lots of fun learning their letters and sounds. Lower attaining Year 1 pupils have limited knowledge of letters and sounds and lack confidence when reading as their reading books are not always matched well enough to their abilities. They can sometimes struggle to sound out unfamiliar words. The Year 1 phonic screening test in 2012 shows that pupils' skills in recognising letters and sounds are below those expected for their age.
- The school's tracking data show that pupils' progress in reading varies in Years 1 to 4, as does the quality of teaching. Due to highly effective and inspirational teaching in the Year 5/6 class, older pupils in Key Stage 2 are highly skilled in reading and have very good comprehension skills and confidently discuss the techniques of favourite authors.
- Pupils' progress in writing varies across the school. Reception children have good chances to practise their early writing skills in their daily letters and sounds lessons and in their play activities. Pupils in the Year 1 and 2 class enjoyed writing accounts of the fire in Pudding Lane and describing an exciting fire engine visit. The school's data shows that pupils' progress is improving in this class, although pupils require more support with their spellings. New initiatives like the handwriting scheme have quickly been implemented. This has helped with joined, neat writing and improved presentation.
- The school's tracking data shows that boys, especially the more able, do not achieve as well as they might in mathematics in the Year 1 and 2 class. This was evident in a mathematics lesson during the inspection, where achievement was held back because all the Year 2 pupils received the same tasks and were seated on the carpet for over half an hour.
- The progress of disabled pupils and those who have special educational needs is uneven and is linked to the quality of teaching, monitoring and support.
- The very small number of pupils who benefit from the pupil premium achieve as well as their classmates because they enjoy a rich curriculum with outdoor learning, extra sporting events and creative opportunities, which are bespoke according to the needs of individuals. Additional academic provision is available if this is necessary, above and beyond the usual school provision. This ensures that any potential achievement gaps are reduced, and financial disadvantage does not impact adversely on achievement at school.

### The quality of teaching

### requires improvement

- Teaching is not consistently good because there is too much variation across the school, with wide inconsistencies in practice evident between job-share teachers in the same class. Teaching is most effective in the Reception and Year 5/6 class, where the large majority is good or outstanding. In the other classes, teaching generally requires improvement and, on a few occasions, some teaching is inadequate.
- Teaching in the Early Years Foundation Stage is good. The teacher has skilfully adapted her

planning to meet the requirements of the new framework for children of this age. Beautifully presented 'Learning Journey' books show a wide range of exciting and interesting activities. Record keeping is of a high quality because the teacher records children's interactions with staff and each other, clearly depicting how well their early communication skills are developing.

- Where teaching is less effective, teachers do not explain the purpose of learning activities and little new learning takes place. For example, in a mathematics lesson pupils were confused with tasks that switched, with no explanation, from recording numbers up to a thousand, to counting odd and even numbers to 20.
- Some teachers do not always use time effectively and do not instantly engage pupils in challenging tasks or refer to the aims of the lesson. This occurred in a science lesson where pupils were not given clear guidance about how to devise experiments with elastic bands and so learned very little. All pupils had the same task to do and so there was no challenge for more able pupils.
- Where teaching is more effective, pupils are able to develop their skills, knowledge and understanding quickly. Teachers have high expectations of what pupils can do and tasks are challenging and highly effective in engaging all pupils. At the beginning of lessons, teachers make clear statements of what they expect pupils to learn and refer to these at appropriate moments, so that pupils are aware of how well they are progressing. Teachers use questions well to make pupils think and to build skilfully on pupils' previous knowledge in a well-structured way.
- Marking procedures have been strengthened and most teachers mark work regularly and make positive comments. However, next steps in learning are not always made clear to pupils. This lack of guidance means that sometimes pupils are not clear about what they need to do to improve.
- Relationships are good and teachers manage pupils' behaviour well and lessons proceed without undue interruption. Teaching assistants make a valuable contribution to pupils' learning. They provide good support in class and also when they take groups of pupils out for specific help, such as when younger children are learning their letters and sounds.

### **The behaviour and safety of pupils** are good

- Pupils have positive attitudes to learning and this is seen in the way they generally concentrate well. On a few occasions, when their work is not matched sufficiently well to their abilities or tasks lack challenge, their concentration wanders.
- Most pupils work well, individually and with others. Year 5 and 6 pupils say that pupils' behaviour is 'much better this term as the new headteacher has improved this for us'. Each class has devised its own class charter, to which all pupils adhere.
- The few pupils with identified behavioural issues are supported well in lessons and in the playground so that any inappropriate behaviour does not disrupt other pupils' learning. Parents and carers feel their children are well cared for and kept safe. Good pastoral support ensures that there is sensitive intervention for pupils whose circumstances make them vulnerable.
- Pupils feel safe in school. They say bullying is very rare and is dealt with quickly and effectively. They have a good understanding of different forms of bullying, including cyber bullying. Pupils' enjoyment of school is reflected in their well above average attendance.
- Parents and carers of Reception children say that they are very happy about how well their children have settled into school this term. They love the fact that older pupils are 'buddies' who help to make sure younger children are safe and happy at playtimes.

### **The leadership and management** requires improvement

- The school's leadership and management require improvement because the governing body and staff, including the special needs coordinator, have not been totally effective in developing the quality of education. The acting headteacher and assistant headteacher have made a good start in identifying and improving the school's areas for development. In cooperation with the local authority and the headteacher who will take over in January, these senior leaders have already begun tackling some difficult issues in order to improve provision, particularly regarding the quality of teaching. However, because the acting headteacher has been working at the school in a part-time temporary capacity, and because some staff and governors have not fully accepted or embraced the necessary improvement measures, her capacity to introduce long-term plans for improvement has been limited.
  - The local authority provides effective regular support to the school and, quite rightly, will continue to support the new headteacher for at least a year to build on the good measures put in place by the acting headteacher and the assistant headteacher. These measures include good additional support for pupils in danger of underachieving, provided by specially trained volunteers, in reading, writing and mathematics
  - A new tracking system which clearly shows how well all groups of pupils are achieving has been successfully implemented. However, senior leaders are very aware that not all teachers are using this valuable information well enough either to plan learning to precisely match pupils' various abilities or to contribute to raising pupils' achievement.
  - Revised performance management systems implemented since September 2012, together with senior leaders' regular checks on the quality of teaching, show that strengths and weaknesses in teaching are assessed and shared with staff and salary increases are linked to teachers' performance. These measures are starting to bring about improvements in teaching, especially amongst the recently appointed teachers. However, these improved procedures have not yet had a full impact on raising pupils' achievement in Years 1–4.
  - The school promotes pupils' spiritual, moral, social and cultural development effectively and this is evident in their good behaviour and respect for others. Pupils show caring attitudes towards each other and through their charitable work for 'Children In Need' and harvest contributions for a local food bank. Music is a strong feature and pupils frequently win awards at a local performing arts festival. Good use is made of the considerable outdoor space at the school to grow vegetables, conduct 'Forest School' activities and play sport.
  - The vast majority of parents and carers are positive about how successfully the school supports their children's education and would recommend it to others.
  - **The governance of the school:**
    - requires improvement because the governing body relies too heavily on senior staff to provide information about the school. Governors do not do enough to check up on the school's performance themselves. Some governors (who are also parents) are starting to become much more involved in school improvement through regular visits to support pupils. The acting headteacher and the local authority have made the governors very aware of the urgent need for them to rapidly acquire an accurate understanding of the school's performance through regular organised visits to check on the quality of teaching and pupils' achievement. The governors' finance committee ensures that policies are kept up to date and that the pupil premium money is used wisely. Members know the positive effect it has on supporting some pupils. Governors successfully ensure that regulatory requirements for safeguarding and staff vetting are fully in place and are effective. Although several new parent governors have recently been appointed and have received induction training, no recent training has been undertaken by other governors. They are aware of the acting headteacher's effective introduction of a more rigorous performance management system, aimed at giving governors a clearer oversight of the link between the quality of teaching and pupils' progress, so they can ensure that rewards for staff are tied closely to pupils' rates of progress.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	115627
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	405592

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

<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 of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary McGhee
<b>Headteacher</b>	Bronwyn Mabey
<b>Date of previous school inspection</b>	14–15 October 2010
<b>Telephone number</b>	01452 700446
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