

# Hartpury Church of England Primary School

Over Old Road, Hartpury, Gloucester, GL19 3BJ

**Inspection dates** 18–19 November 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, staff and governors all share a determination to ensure all pupils achieve as well as they can.
- Pupils make good progress in reading, writing and mathematics and achieve well in all year groups. This is as a result of thorough checks on the quality of teaching, which has improved since the last inspection.
- Teachers are particularly good at extending pupils' learning by asking questions to get them to think more deeply. They are also good at planning work that is set at the right level, particularly in mixed age classes.
- Children in the Reception class make good progress. Strong links with the adjacent nursery ensure children settle well into school life.
- Disadvantaged pupils make similar or better progress to their peers in the school.
- Teaching assistants are very skilled and well qualified and play a key role in supporting pupils' progress. This is particularly, but not exclusively, the case for pupils who are in danger of falling behind.
- Pupils' behaviour is good. Pupils are polite and welcoming and often demonstrate care and concern for each other. They are keen to learn and regularly show high levels of concentration in lessons.
- Systems for keeping pupils safe are thorough. Pupils say they feel safe in school, and parents agree.
- Governors are supportive and know the school's strengths through their regular visits. This enables them to ask challenging questions and hold leaders to account.

### It is not yet an outstanding school because

- The quality of teaching is not ensuring that all pupils make rapid progress, and reach the higher levels of attainment.
- Pupils' achievement in mathematics is not as good as it is in reading and writing. This is because there are gaps in some pupils' knowledge that have not been identified and addressed.

## Information about this inspection

- The inspector visited 12 lessons, 10 of these jointly with the headteacher.
- He held meetings with leaders and managers, staff, pupils and the Chair of the Governing Body and two other members.
- The inspector met informally with parents and carers at the beginning and end of the school day. He analysed the results of the 35 responses to Parent View, the Ofsted online survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

## Inspection team

John Eadie, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- This school is a much smaller than average primary school. It has four classes: one for children of Reception age who all attend full time; one for pupils in Years 1 and 2; one for pupils in Years 3 and 4; and one for pupils in Years 5 and 6.
- The proportion of disadvantaged pupils supported by the pupil premium is lower than average. This is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority. There are currently no children in local authority care in the school.
- Almost all pupils are from White British backgrounds. The remainder are from a variety of heritages. Almost all of these speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant staffing changes in the last two years.
- The headteacher joined the school after the last inspection and has therefore been in post for less than two years.
- The school shares its site with a nursery. This is managed independently and will be inspected separately.

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

- Improve the quality of teaching, in particular sharing best practice in marking, to ensure that increasing proportions of pupils work at the higher levels.
- Improve pupils' achievement in mathematics by identifying and addressing the gaps that still remain in some pupils' knowledge and understanding.

## Inspection judgements

### The leadership and management are good

- When he joined the school in January 2013, the headteacher very quickly got to grips with what needed improvement. Although there have been a number of staffing changes, these have been managed very well and the desire for improvement has never slackened. This drive is shared by all staff and governors. As a member of staff reported, 'I couldn't be more proud of our school community and the progress we have made.'
- Senior and middle leaders are effective in their roles and have made clear and successful plans for improvement. For instance, they have driven improvements in the standards of pupils' writing. These have been very successful and, as a result, pupils' attainment in writing has now caught up with reading.
- The determination to improve the quality of teaching has been particularly successful. Monitoring is regular and rigorous and teachers have become self-critical and share in the push to improve their teaching. Salary increases are made on the basis of this monitoring and closely linked to targets for pupils' progress that teachers are given.
- Largely due to the disruption to teaching because of the many changes over the last two years, there are gaps in some pupils' knowledge in mathematics. Although many of these gaps have been recognised and addressed, there has been no systematic check to see what other gaps might be there for specific groups of pupils.
- The extra funds available to support disadvantaged pupils have been used well. Effective interventions to help them catch up are delivered, often by skilled and well-trained teaching assistants, with many pupils making good or better progress.
- The additional sport funding is used well. Pupils say that there is now a much wider range of sports available. Participation rates have improved considerably. More than four fifths of pupils in Years 3 to 6 and nearly two thirds of pupils in Years 1 and 2, now regularly take part in sports clubs.
- The curriculum provides a broad range of interesting and relevant opportunities for pupils. It has been planned well to meet the needs of pupils of all abilities. However, not enough pupils are achieving at the higher levels.
- British values are promoted well and give pupils an understanding of the importance of tolerance, equal opportunities and democracy. This helps them be prepared for life in modern Britain. A carefully planned programme of assemblies also contributes to this understanding and enhances their understanding that discrimination should not be tolerated.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils respect people with different beliefs and lifestyles. They particularly enjoy the wide range of responsibilities that they take on and they are keen to carry out these tasks efficiently.
- Safeguarding procedures are thorough and currently meet statutory requirements.
- The local authority has provided good support since the last inspection. Leaders have been able to request specific support in areas where they felt the most need.
- The progress noted in this report indicates that leaders and managers have a good capacity to sustain the pace of improvement.
- **The governance of the school:**
  - Governance has improved significantly since the last inspection, largely due to a wide range of training that governors have received. They are now knowledgeable about what is going on in the school and this has increased their confidence in challenging leaders. A good example of the effectiveness of the governing body is demonstrated in a suggestion that came from governors. This was that the progress of pupils who have extra teaching to help them catch up should continue to be monitored closely after the intervention had finished to check that their progress is being maintained. Governors are well aware of the quality of teaching and support leaders and managers well in the drive to continue to improve this. They make good judgements, after analysing the advice of the headteacher, of whether to reward good teaching or not. Governors now have a good understanding of information about pupils' progress and how it compares to similar schools nationally. They have a good understanding of the effectiveness of the use of funding for disadvantaged pupils. Governors ensure that all statutory requirements regarding safeguarding are met.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They are well mannered and show high levels of respect for adults and each other. For instance, the youngest pupils ask politely if they can join the activities of their classmates.
- Pupils are keen to learn and there is a purposeful atmosphere in the classrooms. They work very well together, encouraged by teachers and leaders to help each other.
- Pupils enjoy the responsibilities they are given. For example, all the Year 6 pupils act as 'buddies' for new Reception children when they join the school. They enjoy this and a number of pupils were seen playing with their 'buddies' at playtime. They learn about the democratic process by voting for the school council and the school council takes its responsibilities seriously. For instance, during the inspection the members were experimenting with selling toast at playtime to see if it is practicable.
- Records show that procedures for modifying the behaviour of some pupils are successful as incidences reduce considerably in both number and seriousness over time.
- Behaviour is not outstanding as there are very occasional lapses which cause minor disruption to lessons, usually when pupils are not directly involved in a task.

### Safety

- The school's work to keep pupils safe and secure is good. The site is secure and there are excellent procedures for ensuring pupils' safety. Pupils say they feel safe and almost all parents who responded to the online questionnaire agreed that their children feel safe.
- Pupils say that bullying is rare, minor and dealt with well when it is reported. They have good knowledge of different types of bullying, particularly the dangers inherent when using the internet. However, their knowledge of homophobic and other types of bullying is less well developed. This is why this aspect is not outstanding.
- Records show that there have been very few bullying incidents in the last year and that effective action has been taken to address them. Records also show that incidences of racist language are rare. Pupils are well aware of the dangers of racism and the damage that it can cause in communities.
- Attendance has been above the national average for several years.

### The quality of teaching is good

- The quality of teaching is consistently good in all year groups. Teaching of basic skills in literacy, reading is consistently good. Mathematics teaching has not always ensured gaps in pupils' understanding have been corrected. The teaching for pupils in Years 5 and 6 is particularly good over time.
- Teachers are very good at planning their lessons to ensure work is set at the right level for their mixed aged classes. Imaginative activities, such as mathematical games on the computers or thinking of a range of alternatives to 'said', engage the pupils and accelerate their learning well.
- Teachers are also good at asking questions to extend pupils' learning. Although there are frequently high levels of challenge for the most able, these are not yet sufficiently consistent to enable them to make rapid progress.
- Teaching assistants are particularly well qualified and make a major contribution to pupils' learning. They are adaptable and often move from group to group to ensure that pupils receive the help they need to make progress. They, together with the teachers are responsible for the additional support provided for disadvantaged pupils and those with special educational needs and often enable these pupils to make exceptional progress.
- Teachers' marking is especially good in Years 5 and 6. Pupils say that it helps them understand what they need to improve and learn next. Marking in other classes is not so consistently good.

### The achievement of pupils is good

- Pupils make good progress in all year groups in reading, writing and mathematics. This is confirmed by data held in school and analysis of the work in pupils' books.
- Performance in the national tests at the end of Year 6 has been rising. In 2014, an average proportion of pupils reached at least the expected level in reading, writing, spelling, punctuation and grammar and mathematics. This was despite this cohort containing a well above average proportion of pupils with special educational needs. A higher than average proportion exceeded the expected level in reading and writing. The proportion that reached this level in mathematics was average. This was due to some gaps in pupils' prior knowledge.
- The most able pupils have not always been set challenging activities to deepen their knowledge and understanding. As a result, too few were working at higher-than-age-related expectations. However, this

is being addressed by leaders and currently there is an increasing proportion of pupils working at above age-related expectations in all year groups.

- Because of the good use of the extra funding provided for them, disadvantaged pupils make particularly good progress. Almost all of them are working at levels at least as high as their classmates throughout the school. By the time they leave the school they are achieving at least as well as their peers, both in school and nationally in both English and mathematics.
- Good provision is made for those pupils with special educational needs. This enables these pupils to make the same good progress as their peers. This is demonstrated in the higher proportion than nationally of these pupils in Year 6 reaching the expected levels in all subjects in the national assessments in 2014.
- The few pupils from minority ethnic groups and those who do not speak English at home make the same progress as their classmates, often achieving even better.
- The proportion of pupils in Year 1 that reached at least the expected standard in the national screening check for phonics (the sounds letters make) has improved and was average in 2014. The school recognises that this is not good enough and the teaching of phonics has been restructured and observations suggest that it is now very effective. All those who did not reach the expected standard in Year 1 in 2013 achieved this standard when they retook the test in Year 2 in 2014.
- Pupils' skills in reading are developed well through the school and, by the time they leave, they read quite widely and with enjoyment.

### The early years provision

is good

- The skills and knowledge of children when they join the school are broadly in line with those expected for their age. They make good progress, so that by the end of the Reception Year a higher proportion than the national average has reached a good level of development.
- There are particularly strong links with the adjacent nursery from which most of the children come. This ensures that transition is smooth as there is a wide range of visits, both by staff from the school to the nursery and by the nursery children to prepare for the move. A particularly effective aspect is that pupils from Year 5, who are going to be 'buddies' for the children when they join the school, visit the nursery during the summer term to get acquainted with the children who are to be their 'buddies'.
- Children's good progress is due to good teaching. Activities are particularly well planned to reinforce learning. For instance, during the inspection the focus for phonics was 'ch'. There was a range of enjoyable activities based on this sound arranged around the room for children to choose from.
- Children behave well and their personal development is particularly strong. They respect others and their environment and ask politely if they wish to share resources. The setting is secure and children are kept safe.
- There are strong links with parents and carers, who are kept up to date with their children's learning and are able to contribute by sharing their successes out of school.
- The early years is led well. Careful records are kept of what children have achieved and this enables adults to plan what the children need to learn next.

## 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>	448998

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>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary McGhee
<b>Headteacher</b>	Tony Larnier
<b>Date of previous school inspection</b>	5–6 December 2012
<b>Telephone number</b>	01452 700446
<b>Fax number</b>	01452 700452
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