

Deerhurst and Apperley Church of England Primary School

Inspection report

Unique Reference Number	115619
Local Authority	Gloucestershire
Inspection number	357787
Inspection dates	14–15 March 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	73
Appropriate authority	The governing body
Chair	Cate Morris
Headteacher	Pauline McEvoy
Date of previous school inspection	9 October 2007
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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, the whole staff and members of the governing body. The inspectors observed the school's work and looked at school planning, assessment data, pupils' work, the school's checks on the quality of teaching and a number of policy documents. The team analysed 53 questionnaires from parents and carers and also evaluated those from pupils and the school staff.

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

- Whether girls in Key Stage 1, boys in Key Stage 2, pupils with special educational needs and/or disabilities and higher attaining pupils are making consistently good progress, especially in writing.
- The extent to which the information from assessment is used to encourage good progress and pupils' independence in learning.
- How far pupils' understanding of different communities in the United Kingdom and overseas is promoted effectively.

Information about the school

Deerhurst and Apperley is much smaller than most primary schools. The pupils come from the two villages and the surrounding areas. Nearly all are from White British families and all speak English as their main language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have some form of learning difficulty. The proportion of pupils who are known to be eligible for free school meals is low.

There are three mixed-age classes. The first takes children from the Early Years Foundation Stage and those from Years 1 and 2. In Key Stage 2, Years 3 and 4 work together most of the time, as do Years 5 and 6.

The school has been awarded Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Deerhurst and Apperley Church of England Primary is a good school. It has made brisk improvement since its previous inspection. Because its procedures for self-evaluation are rigorous, reliable and thorough, senior leaders and the governing body know the strengths and weaknesses of the school. This enables the setting of appropriate priorities, which are then carried out with enthusiasm, high morale and strong teamwork. The headteacher gives a very well-focused steer to the school and sets high expectations of pupils and staff alike. The school has good capacity to maintain its improvement into the future.

Pupils' progress and attainment are rising well. The standard of pupils' writing is above average, which is a distinct improvement on the results in previous years. Attainment in mathematics is also above average. Because both boys and girls are well motivated and enthusiastic learners they make good progress in all years. The school's good curriculum is well planned to enable pupils to maintain this rate of progress for the second or third year they are in the same class. Thus, the higher attainers are challenged well by their work and the proportion of pupils working at the higher levels is much increased now. Children in the Early Years Foundation Stage make good progress because there is ample opportunity for both adult-led and child-initiated activity that is engaging and often exciting.

Lessons are generally well taught. The pupils respond well to the tasks they are set. Behaviour is first class at all times and so the conditions for learning are good. The outstanding quality of care, guidance and support ensures all pupils benefit from the interesting and stimulating work provided. Pupils with special educational needs and/or disabilities work enthusiastically and make good progress because of the effective support provided by the teaching assistants. Attendance levels are high, which reflects pupils' enthusiasm for school and their very positive attitudes to learning.

The quality of assessment has been improved significantly. Its reliability is now checked carefully and regularly. The information provided by assessment is used well to set work that is suitable for pupils of different ages and abilities. Some of the marking of pupils' work is expert, especially in writing books, although it is less accomplished in mathematics because it does not always indicate how successfully the pupils are reaching their targets or what still has to be improved. The pupils are capable of sensible, independent and mature work. However, opportunities in lessons to reflect on their own progress and share thoughts about what they still have to achieve are not as frequent as they might be. Pupils do not always know what skills and knowledge are to be learned in lessons.

There is satisfactory promotion of community cohesion. The development of effective partnerships with different social, ethnic and faith groups in the United Kingdom and across the world to increase pupils' experiences of meeting and communicating with different people is in progress but not complete. Pupils' contribution to the school and

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village communities is good. They are much involved in village events and those further afield in the county. The home-school partnership is extremely strong, which assists the pupils to make good strides with their school work. The views of parents and carers about the school are very positive.

What does the school need to do to improve further?

- Strengthen pupils' understanding of their progress and how to improve their work, especially in mathematics by:
 - making sure that in lessons in Years 1 to 6 the pupils know what skills and knowledge are to be learned
 - making sure that they have plenty of opportunities to think and talk together about their progress
 - ensuring the marking of pupils' books helps them identify how well they are doing and what has still to be achieved in order to reach their targets.
- Increase pupils' experiences of meeting and communicating with people of different societies, cultures and faiths in the United Kingdom and across the world.

Outcomes for individuals and groups of pupils

2

Attainment levels are rising well in all years. The school priority to improve achievement in writing has resulted in some high quality writing. Much of this is displayed vibrantly around the school. Pupils strive to write their best. The contributions made by the older pupils to a national radio writing competition showed great imagination and skill. Such achievement starts in the Early Years Foundation Stage where writing activities have a high profile and the children, boys and girls alike, complete such tasks by choice rather than persuasion. Year 2 pupils are particularly proficient writers. One wrote of a shipwreck adventure: 'They opened the treasure lid, wow, wow, wow there was real gold, they were no longer poor.'

The school has improved provision for information and communication technology (ICT) well, so pupils have developed good skills in the subject. Mathematics achievement is good too, though it is not quite as strongly promoted across the curriculum as are English skills, so the consolidation of skills is not as thorough. In mathematics lessons there is good enthusiasm for learning, as seen when a Year 3 and 4 higher attaining group learned the skills of halving and doubling in order to multiply and divide by four and eight, which they did with great enjoyment.

Pupils have good knowledge of how to keep healthy. They know when and why the school earned its Healthy School status. The visit to a chocolate factory was a popular excursion but the pupils know that eating confectionary should be a treat rather than a habit. The pupils also know how to keep themselves safe and what to do if they feel threatened or worried. Their spiritual, moral, social and cultural development is effective. The school's links with the local church assist pupils' spiritual reflection and the imaginative displays of their work in school makes them stop and think about their own and others' achievements.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
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?

There is consistency of good teaching quality in all classes. Lesson planning is completed well, with work that is well matched for pupils of different ability. Subject knowledge is good, the pace of learning brisk and the deployment of teaching assistants in support of pupils with special educational needs and/or disabilities is effective. Occasionally, learning is too tightly directed by the teacher, although more frequently pupils are encouraged to show initiative and independence as they work. Pupils show much greater enthusiasm for learning where this is the case.

The curriculum is well thought out to provide the necessary learning experiences for pupils to build reliable basic skills in literacy, numeracy and ICT. It also supports their personal, social and health education effectively. The programme of out-of-school events is a great success as nearly every pupil attends at least one of the activities, such as the netball coaching each week. The current curriculum priority, focused on the development of creative learning skills, is well chosen. It complements inspection findings relating to pupils' contribution to the assessment of their learning which is not yet regular enough. There are insufficient opportunities in lessons for pupils to reflect on, discuss and share their thoughts about how well they are learning or the next steps they need to take. Additionally, marking, especially in mathematics books, is not as successful in capturing pupils' progress towards their targets or in indicating ways to improve their work as it is in

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English books, which means progress, while good, is less brisk in numeracy than in literacy.

The specific social and learning needs of each pupil are well catered for by the systems to provide care, guidance and support. Any pupil who is troubled is counselled sensitively and thoroughly. This enables them to settle to effective study. The big family ethos of the school is infectious, so the pupils learn from the adults, and support and help each other willingly and competently. The school has formed good partnerships with parents and carers, outside groups and other schools to enable it to support individual and sometimes unique needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has good procedures for safeguarding all pupils. Parents, carers and pupils all maintain that safety is uppermost in the school's work. The governing body is increasingly well informed about the school's performance and is able to evaluate strengths and weaknesses independently. Senior and middle leaders also adopt a probing approach to their work. They work together well to ensure brisk improvement is maintained. This is assisted by the effective procedures for school self-evaluation.

The governing body has evaluated the school's promotion of community cohesion and identified where improvement is due. It and the school staff recognise that the links with other groups in the United Kingdom and overseas are not yet well enough developed to broaden pupils' understanding of diversity and similarity between different groups. This is why the promotion of community cohesion is satisfactory rather than good.

School leaders, staff and the governing body share the same good ambitions and high expectations for pupils' education. The brisk academic progress made by the pupils and their effective personal and social development demonstrate that there is good equality of opportunity in school. Measures to track pupils' progress and to check and evaluate the quality of provision have been strengthened considerably over the past three years. This enables speedy intervention to tackle possible slower progress, which is why achievement is rising well.

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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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in Reception are confident, articulate and enthusiastic learners. One group of children, busily playing with toy sea creatures in a water tank, explained what each animal was and the habitat it preferred. The lobster caused some friendly disagreement when one child suggested it was a scorpion: 'There are sea scorpions you know!' Once this had been settled amicably, another child placed the penguins on a sliver of ice, explaining they liked to keep their feet cold. The children benefit well from such self-chosen activity, but also from the guided discovery and learning promoted by the adults. The classroom and outdoor spaces are busy learning centres where fun and enjoyment are commonplace.

The reception children benefit from a good curriculum that focuses equally well on all six areas of learning. The school has been able to provide separate tuition for reception children, particularly for literacy and numeracy each morning. This has ensured individual learning and personal, social and emotional needs of these young children are met successfully. Assessment is thorough, although the children themselves are not yet involved enough in identifying which activities have been completed and which have yet to be tried. There are a few moments when outdoor activities are not observed by an adult and so knowledge of children's choices is not always full. Nonetheless, the Early Years Foundation Stage is well led, with robust checks on its effectiveness and progress, with priorities for improvement identified. Improvement since the previous inspection has been good and children's progress has speeded up, enabling a higher proportion to go beyond the expected levels of skills and knowledge by the time they move to Year 1. All reach at least the expected levels.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a high return rate of questionnaires which gives greater validity to the views of parents and carers. A significant number of questionnaires held written comments. These were mainly very positive and identified particularly the good progress, effective teaching and friendly ethos of school. Particular tributes were made to staff and the headteacher for their valuable work in helping the children succeed in school. Inspection judgements match these sentiments. There were a very few written concerns. Since these covered different issues, there were no real trends in the criticisms. It is evident that the school takes parents' and carers' views seriously and that staff follow them up thoroughly. This is another reason for the effective home-school partnership that is in place.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 73 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	53	24	45	1	2	0	0
The school keeps my child safe	44	83	9	17	0	0	0	0
My school informs me about my child's progress	28	53	22	42	3	6	0	0
My child is making enough progress at this school	27	51	21	40	5	9	0	0
The teaching is good at this school	25	47	26	49	2	4	0	0
The school helps me to support my child's learning	30	57	19	36	4	8	0	0
The school helps my child to have a healthy lifestyle	41	77	12	23	0	0	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)	32	60	17	32	1	2	1	2
The school meets my child's particular needs	25	47	24	45	3	6	0	0
The school deals effectively with unacceptable behaviour	25	47	24	45	0	0	1	2
The school takes account of my suggestions and concerns	27	51	22	42	2	4	0	0
The school is led and managed effectively	41	77	10	19	2	4	0	0
Overall, I am happy with my child's experience at this school	35	66	16	30	2	4	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	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.



16 March 2011

Dear Pupils

Inspection of Deerhurst and Apperley Church of England Primary School, Gloucester, GL19 4DQ

Thank you for the enthusiastic and friendly welcome you gave us when we visited your school recently. We have written our report, which shows you come to a good school. It also highlights its main strengths.

- You are doing well in school and building good skills and knowledge which will help you in the future.
- Children in Reception are making good progress because they are thrilled to take part in all the different activities provided.
- You behave excellently. You also develop very good relationships with others and help each other to learn successfully.
- Your lessons are well taught and include a lot of interesting, practical and fun activities.
- The adults in school look after you most carefully which means you can concentrate on your work without worry.
- Your school is led and managed well. Your headteacher expects you to do your best and you try hard to do this.

Like every school, there are a few things for improvement. The two key ones at Deerhurst and Apperley are to:

- make sure you have ample time to find out how well you are learning so you know what to do next to reach your targets
- help you learn more about different people here in the United Kingdom and in other countries.

We discovered that you are helpful children, so we know you will want to play your part in making these improvements. To start you could research the similarities and differences between people who live in Gloucestershire and those who live in another, different place and then design a poster to show what you have discovered.

Yours sincerely

David Carrington

Lead inspector

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