

Huntley Church of England Primary School

Inspection report

Unique Reference Number	115686
Local Authority	Gloucestershire
Inspection number	357798
Inspection dates	16–17 March 2011
Reporting inspector	Michael Merchant

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Anne Bryson
Headteacher	Madeleine Owen
Date of previous school inspection	8 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The majority of the inspection time was spent looking at learning. Nine lessons or part lessons were observed, taught by five different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work, and looked at a range of documentation including 51 questionnaires from parents and carers, the school's records of pupils' attainment and progress, school policies including safeguarding documentation, the school development plan, and 43 questionnaires from pupils and nine from staff.

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

- The effectiveness of strategies to improve attainment, particularly in mathematics and writing.
- The accuracy of teacher assessments and the use of assessment information to plan further steps in learning.
- The quality of provision for children in Reception and how well this prepares children for entry into Year 1.
- How effectively the governing body monitors the work of the school and measures the success of key decisions.

Information about the school

This school is smaller than the average primary school. While most pupils are local, a minority travel some distance to school from the surrounding area. The vast majority of pupils are of White British backgrounds. A broadly average proportion of pupils have special educational needs and/or disabilities, covering a wide range of needs. There are a total of three classes in the school which teach children in mixed age groups. The school is part of GlosMaTCH federation, a soft federation of four primary schools, which has been in place since 2002. Healthy Schools Plus status was achieved by the school in 2010. In the last year, long-term illness and maternity leave have affected all classes in this small school.

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

The key strength of this outstanding school is the exemplary pastoral care that it offers. By the time pupils leave in Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school. Almost all parents and carers are supportive, and even those who have some criticisms recognise that their children love coming to school. One parent reflected the views of many when saying, 'For such a small school, Huntley provides endless opportunities for my child to thrive and develop.'

Pupils' enjoy school and learning greatly and develop very well as articulate, courteous and considerate young people, extremely aware of how to lead safe and healthy lives. A very positive atmosphere permeates the school, relationships are exceptionally strong and this, together with excellent care, guidance and support, results in very happy learners. One pupil spoke for many when saying, 'This is a great school ... it is a privilege to be here.' Pupils display a generosity of spirit, support a wide range of national and global charities and are always concerned to take care of the environment. Pupils feel extremely safe in the school due to very secure safeguarding procedures and consistent and effective behaviour management. Children get off to a good start in the Reception class. Attainment at the end of Year 6 is above average in English and mathematics and rising and this represents good progress given pupils' starting points. Relatively fewer pupils reach the higher levels in English, however, because many find long pieces of writing challenging. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions which enables them to make good and sometimes excellent progress in their learning.

The leadership and management of teaching and learning are strong. As a result, despite many staff changes, teaching is good and is improving strongly. Lessons are typically well taught so pupils are very well motivated. Marking is regular and helpful. Staff recognise that they have not yet sufficiently fine-tuned the use of assessment information so that the tasks they set in lessons provide maximum challenge for the potentially high-flying pupils. The exciting and extremely well-planned curriculum brings together topics and subjects to enliven learning and make it highly relevant and engaging.

Even though the school already has many outstanding features, staff and the governing body know that there is still more that can be done to lift pupils' good progress even further. They know exactly what actions to take next as a result of thorough systems for school self-evaluation. In view of the rapid improvements made in the last three years, outstanding leadership and management, the good teaching, excellent curriculum, and exceptionally high levels of care, guidance and support that pupils receive, the school is extremely well placed to improve even further.

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What does the school need to do to improve further?

- Ensure that all pupils can make exceptional progress by ensuring that teachers specifically use assessment data to plan for and extend the learning of the highest attainers at a consistently challenging pace throughout lessons.
- Raise attainment so that more pupils reach the higher levels in English by giving them more opportunities to practise extended writing across a range of topics.
- A realistic time to achieve the improvements above would be March 2012.

Outcomes for individuals and groups of pupils

1

Children join the Reception class with skills and abilities that are broadly similar to those expected for their age, although their language, communication and social skills are lower than expected. The work seen by inspectors confirms that throughout the school, pupils are working above the levels expected of them. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of each pupil towards challenging targets. Pupils are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing. This enjoyment stems from the good rapport they have with each other and their teachers. Pupils' problem number solving skills are very secure and have improved markedly since the last inspection because the school has worked very well in partnership with schools in the federation to provide additional support for older pupils in mathematics. In a very fast paced Year 6 numeracy lesson, all groups of pupils made excellent progress in developing their number skills and really enjoyed working in pairs to complete the challenging task. Attainment in English is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels.

There is very little difference in the progress made by the various groups of pupils, because the school is very conscious of their individual needs. For example, the school works very effectively to support pupils with special educational needs and/or disabilities and those with particularly low levels of prior attainment. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

Pupils enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy School Plus award the school has gained. Pupils have an excellent understanding for their age of how to be safe in the community and behave impeccably. The school promotes very well and in many ways pupils' spiritual, moral, social and cultural development. Consequently, they have a highly developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders of life around them. They eagerly take advantage of the many opportunities to participate in the community and are very well informed about other people's needs. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with above average standards in the key skills of English and mathematics and above average attendance, means that pupils are well prepared for the next stages of their lives.

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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	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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

One of the most striking features of this successful school is the exemplary care, guidance and support it offers to all its pupils. The headteacher, staff and the governing body work inordinately hard to recognise and overcome any barriers to learning that a pupil might have and these efforts are highly praised by parents and carers. Support for pupils with special educational needs and/or disabilities is especially strong and helps them to achieve well. Induction programmes are outstanding for those who arrive throughout the year and those starting in the Reception class. The atmosphere in the school is warm and welcoming and this encourages vulnerable pupils and those new to the school to feel secure.

The school has recently revised its curriculum to make it more exciting and creative. It is very well thought out so that pupils from all backgrounds can enjoy learning, achieve well and gain many skills which contribute to their outstanding personal development. Subjects are woven together extremely successfully. Classrooms glisten with wonderful displays of art work and computers greatly enhance the quality of learning. Stimulating displays engage pupils' interest and celebrate achievement. Well-supported, creative and educational activities outside the normal school day make a valuable contribution to pupils' high levels of enjoyment. One parent commented, 'We are amazed at the variety of clubs run after school. For such a small school it is a huge effort and much appreciated.'

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Teaching includes much good and outstanding practice but there is some less effective teaching on occasions. High quality teaching, such as that seen in a Year 6 mathematics lesson on number factor, captivates and enthuses pupils and keeps them on their toes with provocative questioning and challenging tasks. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. In an excellent Reception/Year 1 class lesson, children keenly and cleverly talked and wrote about the differences between a video and book version of a story they had studied because of the teacher's masterly use of questions and highly motivational explanations. Pupils have a good understanding of the quality of their work and what they need to do next in order to move forward. Learning is sometimes held back because all pupils work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the more-able pupils.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly effective headteacher communicates her high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. There is very high morale and a strong commitment to consistent practice. New staff are extremely pleased with the help they have received. Staff questionnaires are 100% positive.

Improvements to teaching and learning are driven forward by rigorous and frequent evaluation coupled with highly focused training, coaching and support. Senior leaders track pupils' attainment closely, and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced level of writing. Despite this, outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice. There is no evidence of any discrimination and the school promotes equality for all pupils vigorously through careful monitoring and well-directed support.

The effectiveness of the governing body is outstanding. Excellent use is made of governors' professional knowledge and they hold the school to account in a challenging but supportive manner. For instance, they initiated an 'ethos' committee to ensure that the school's vision of educating the 'whole child' is fully translated into practice. All safeguarding arrangements are highly effective. Consistent excellent practice in safeguarding and child protection is evident in all areas of the school's work.

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In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works extremely well in partnership with external agencies and its partner schools in the federation to secure extra support for those pupils who need it. There is a total commitment to the promotion of community cohesion. Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. There is excellent involvement with the local community and a clear recognition that although the school is situated in a predominantly White British community, every opportunity is taken to expand the pupils' understanding of the wider world through residential visits, visiting speakers, creative activities and the outstanding curriculum offered.

Given the outcomes for pupils, the school achieves good value for money.

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

Early Years Foundation Stage

Children are eager to learn and make good progress because teaching is lively and exciting. As a result, they join Year 1 well prepared for National Curriculum work having reached secure standards in most areas of the Early Years Foundation Stage curriculum. There is a good balance of activities led by the teacher and those that children choose for themselves. There are many opportunities for children to pursue their early literacy and numeracy skills. Children learn to share and take turns and develop independence and the ability to make choices. Interesting themes make the curriculum and learning relevant and exciting. The attention given to children's welfare is excellent. Children's individual needs are known and acted upon and children feel very safe and secure. There are very good relationships with the many settings from which children attend. Leadership and management are good. Ongoing monitoring of the progress children are making ensures that activities are well matched to their needs on a day-to-day basis. Learning diaries

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provide a good record of the progress made by each child; however, at times the observations made are descriptive rather than evaluative and consequently do not always identify next steps in learning precisely enough.

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

Parents and carers overwhelmingly support the school. The response to the questionnaire was high and many families took time to add additional comments including the excellent community feel of the school and politeness of pupils. The few criticisms were followed up as inspection trails during the visit. For instance, while the great majority of parents and carers feel that unacceptable behaviour is effectively dealt with, a very small minority expressed concerns. The inspection findings are that behaviour is excellent in and around the school. Although a very few pupils do occasionally act inappropriately, this is dealt with very well. Incidents, which are very few and far between, are fully documented and parents and carers are informed and consulted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Huntley Church of England 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	73	12	24	2	4	0	0
The school keeps my child safe	40	78	10	20	0	0	0	0
My school informs me about my child's progress	30	59	20	39	1	2	0	0
My child is making enough progress at this school	27	53	21	41	2	4	0	0
The teaching is good at this school	28	55	21	41	1	2	0	0
The school helps me to support my child's learning	26	51	21	41	2	4	0	0
The school helps my child to have a healthy lifestyle	27	53	24	47	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)	25	49	24	47	0	0	0	0
The school meets my child's particular needs	27	53	21	41	1	2	0	0
The school deals effectively with unacceptable behaviour	24	47	22	43	5	10	0	0
The school takes account of my suggestions and concerns	27	53	20	39	3	6	0	0
The school is led and managed effectively	31	61	16	31	2	4	0	0
Overall, I am happy with my child's experience at this school	34	67	15	29	1	2	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.



18 March 2011

Dear Pupils

Inspection of Huntley Church of England Primary School, Gloucester GL19 3EX

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and are proud of how well you are doing. You are right to be pleased, because it is an outstanding school. Here are some of the really good things we found out about it.

- You get off to a good start in the Reception and you make good progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are higher than those in most other schools. This is because your teachers teach you well and you also work hard.
- You behave impeccably, both in class and out in the playground. You get on well with the other pupils and look after each other.
- The headteacher and governors are very good at running the school and understand well how they could make it even better.
- You have an excellent understanding of how to live healthy lives and feel very safe in school.
- Your teachers work hard to plan interesting lessons and always mark your work carefully.

Even though you go to an outstanding school, your headteacher, governors and staff want the school to get even better. They will be working to make sure that more of you make even faster progress by planning work for you that is at the right level of challenge and that gives you more chances to practise your writing skills on longer pieces of work.

You can help your school to do even better by always working as hard as you can. Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Michael Merchant

Lead inspector

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