

Hope Brook Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	133395
Local Authority	Gloucestershire
Inspection number	364037
Inspection dates	5–6 May 2011
Reporting inspector	Jenny Batelen

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	107
Appropriate authority	The governing body
Chair	Ian Corbett
Headteacher	Stephanie Severn
Date of previous school inspection	22 November 2007
School address	Church Road Longhope, Gloucestershire LonghopeLonghope GL17 0LL
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and five teaching staff. Inspectors held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from staff, pupils and 55 parents and carers.

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

- How assessment is used to contribute to the quality of teaching and learning across the school.
- The effectiveness of the work the school has done to raise standards in mathematics.
- How well pupils are supported to make good progress in all areas of their school life.

Information about the school

This is a small primary school. It serves the local area, including the outlying villages. The majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is lower than average and these include a range of moderate learning needs. The proportion of pupils with a statement of special educational needs is higher than average and includes physical and learning needs. There is one class for children in the Early Years Foundation Stage, and three mixed-age classes of Years 1 and 2; Years 3 and 4; and Years 5 and 6. The school has achieved Healthy Schools award and silver ECO award.

The breakfast club, after-school club and pre-school on site are privately run and were inspected separately at the same time as the 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?

2

The school's capacity for sustained improvement

2

Main findings

Hope Brook Church of England Voluntary Controlled Primary is a good school. The school gives outstanding care to its pupils enabling each one to make good progress personally as well as academically. Pupils are very well safeguarded because of the governing body's excellent understanding of how to keep pupils safe. Behaviour is excellent and pupils feel very safe. Pupils are welcoming and polite and keen to talk about their achievements and of how school 'prepares us for our life ahead'. Parents and carers appreciate the pastoral and academic support their children receive: 'We are delighted with the school on all counts and our children love it and are doing very well' is representative of parents' and carers' comments. The school is highly valued by the village community which appreciates its many contributions to village life.

Good induction procedures allow children in the Early Years Foundation Stage to familiarise themselves with staff and the school so that they make a happy, confident start to school. When pupils leave the school attainment in English and mathematics is slightly above average and improving, but as the school has identified, there is still room for further improvement. Progress for pupils throughout the school, including those with special educational needs and/or disabilities, is good. This is because pupils' progress is carefully tracked and regular monitoring means that well-targeted interventions are quickly put in place to support particular learning, emotional and physical needs.

Teaching and learning are consistently good across the school. Pupils work hard and staff use skilled questioning to develop pupils' thinking. There is a school focus of developing pupils' understanding of the specific language involved in such subjects as mathematics. Pupils are able to discuss their work and solve problems together, and this is contributing to the rising attainment and good learning, particularly in mathematics. Other adults are well deployed and give effective support, especially to pupils with special educational needs and/or disabilities. Marking is clear about pupils achieving the learning objective for the task. However, marking is not consistently directing pupils to the next step in their learning and thus encouraging them to take ownership of their progress towards individual targets.

The headteacher has clear vision and leads an effective team. She works in strong partnership with the governing body that uses its range of skills to effectively understand, support and challenge the work of the school. Regular whole-staff monitoring of achievement across the school means that there is ongoing evaluation of the school's effectiveness. As a result, leaders and managers have an accurate view of its strengths and weaknesses. Clear, accurate priorities for improvement are identified and are focused on raising attainment. Consequently, the school has good capacity to sustain improvement.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics further, by engaging pupils more in their own learning through:
 - developing consistency in marking so that the next steps are identified
 - planning time into lessons for pupils to respond to teachers' written comments and further evaluate their own work.

Outcomes for individuals and groups of pupils

2

Achievement for all pupils is good. They start school with skill levels broadly as expected for their age. Learning is good. Teachers plan activities carefully, treating all pupils equally and matching tasks to their needs. This was apparent in a mathematics lesson where all pupils were enabled to make good progress in using their range of calculation skills to solve word problems of varied difficulty. Progress for different groups of pupils is similarly good, including those with special educational needs and/or disabilities. Higher-ability pupils are challenged throughout the school because the tasks they are given match and develop their skills. Pupils enjoy their lessons, talk about how they are helped to 'think about' how to solve a problem through questioning. As a result, 'I have got better at maths' was a representative comment of one pupil. Raising attainment further in English and mathematics is at the heart of school development. The impact of this can be seen in an attainment profile which is now slightly above average in reading, writing and mathematics at the end of Year 6.

Pupils have an excellent understanding of how to keep themselves safe, including using a range of new technologies. They are confident that they will receive help from adults in the school if they have any worries or concerns. Pupils are involved in keeping the site safe as they ensure the gates are shut at the beginning of the school day. They play very well together, supported by playground leaders, and enjoy the activities available at playtime, particularly the climbing wall. As a result there were no concerns raised about bullying during the inspection. The Healthy Schools' award reflects the fact that pupils are able to talk about keeping themselves healthy through what they eat and this is reflected in lunchboxes and the enjoyment of the hot lunches provided. Pupils engage in a range of physical exercise opportunities through the curriculum and extra-curricular sporting opportunities. They enjoy being able to walk, cycle or scoot to school.

Pupils make an excellent contribution to the life of the school. The democratically elected school council is proactive in making suggestions for improvements to the life of the school, such as a 'worry box' for pupils to share any concerns they may have and a scrap book recording pupils' comments and events they have organised. The silver Eco award recognises the lead the Eco council takes in encouraging the school to develop a sustainable lifestyle. All pupils are able to take on responsibilities within their classes.

Pupils confidently use technology and apply basic English and mathematical skills across the curriculum. Attendance is high and the school has very effective strategies in place to ensure this continues. Strong links with the secondary school mean that all pupils are well prepared for their next step in education and pupils speak of how school 'prepares you for the life ahead'.

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Pupils enjoy the special places in school, such as the sensory area, quiet area and willow dome in which they can be quiet and thoughtful. In assembly pupils were able to reflect on the value of truth. They develop an understanding of other faiths and cultures through lessons and visits to cultural and faith buildings in the area. Links with schools in other countries are developing their understanding of life for children outside of the United Kingdom. Residential trips and local visits help pupils to understand about life in the United Kingdom.

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	3
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	2
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	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?

Well-planned lessons, with tasks suited to pupils' abilities based on accurate and regular assessment, enable pupils to make good progress. They listen carefully and work well, independently, in pairs and in groups. Years 1 and 2 pupils focused on how many millilitres would fill a container and were able to use appropriate language to describe how full/empty the container was. They then developed their skills at an appropriate level in their groups.

Strongly focused support from all adults means that all pupils are able to participate fully. Resources are adapted to ensure that those with a physical impairment are able to access all aspects of the curriculum. The employment of a Polish teaching assistant supports the two Polish speaking pupils. Pupils are clear about their targets and most understand what

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they must do to achieve them. However, pupils are not yet consistently involved in assessing when they have achieved their targets.

The strong focus on ensuring that all pupils are able to access the whole of school life means that pupils feel valued, safe and secure. School leaders, including governors, are tenacious in the way they ensure that support is appropriate and in place as early as is possible and that staff have appropriate training to ensure they can meet the needs of all the pupils, especially the more vulnerable pupils. This is having positive effects on achievement and the rising profile of attainment. A small group of pupils enjoyed learning the game of curling to support the active and competitive participation of wheelchair users in sport. Parents and carers expressed their appreciation of the support given to their children with particular needs.

Pupils are given memorable experiences through the well-planned curriculum. Pupils enjoy the opportunities they have to suggest ideas for inclusion in the topic. Years 5 and 6 pupils were very enthusiastic about the 'Toy Story' project that enabled them to develop a range of information and communication technology skills. Visits, visitors and residential visits extend the classroom experiences. Themed weeks allow the pupils to experience particular aspects of the curriculum in depth. The broad range of extra-curricular clubs are well attended. The strong partnerships with the secondary school and other providers extend the opportunities available to pupils, for example in sport.

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 headteacher, strongly supported by the governing body and staff, has created a very safe and secure environment in which all pupils can flourish. The quality of teaching and learning is regularly reviewed through whole-staff discussions and the use of mentoring. As a result, there is a shared view of how to move forward. This is proving particularly effective in accurately identifying and supporting pupils with special educational needs and/or disabilities and ensuring that they make the same good progress as everyone else. Lesson observations are currently limited to senior staff and the school recognises that whole-staff involvement would further improve the quality of teaching.

The governing body is very well informed through governors' own visits and discussions in school as well as reports and presentations from staff. There is rigorous monitoring and strong involvement as demonstrated by the role of the safeguarding governor in working with families, individual pupils and other agencies to ensure appropriate interventions and strategies that will improve pupils' overall achievement. The governing body has an excellent understanding of the school's strengths and weaknesses and governors are very

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involved in the strategic planning. Target setting is realistic, and effective in supporting the school's number one priority of raising attainment.

Very effective safeguarding procedures take account of the views of parents and carers and pupils. All staff, governors and pupils have a thorough understanding of safeguarding issues. Parents and carers are appreciative of the 'open door' policy of the school and their easy access to staff and of the interesting and lively newsletters. Regular information evenings keep parents and carers involved in knowing how well their children are doing; however, the school recognises that there could be more information for parents and carers about the targets set for their children.

The school puts the promotion of equality of opportunity at the heart of all its work. Every pupil is known as an individual and as a result, the systems in place enable quick identification of pupils needing extra help and successful support for the more able. Consequently, consideration of equality of opportunity is outstanding with no discrimination or unevenness in the achievement or progress of different groups of pupils.

The school has a good understanding of its social, economic and ethnic context and has links with schools in diverse parts of Europe and encourages pupils to see the similarities as well as the differences. The school is successful in ensuring that pupils experience life in parts of the United Kingdom beyond their village.

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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The good leadership in the Early Years Foundation Stage ensures that children are safe and happy and able to make good progress. Children settle quickly into the classroom because of the strong links with pre-school providers and the visits to the school prior to starting. Parents and carers speak very highly of the 'hugely positive transition to school

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life'. Children work and play well together as demonstrated in the outside area as children work together to balance the scales with conkers. They behave very well and listen carefully to instructions. Children are encouraged to keep themselves healthy through plenty of physical activity, drinking regularly and eating healthy lunches and snacks. They understand how to keep themselves safe and undertake jobs in the classroom.

Adults have a good knowledge of the needs of children in the Early Years Foundation Stage. They are able to quickly identify those with particular needs and put support in place, sometimes before the children start school. Adults ask probing questions to develop children's thinking. The environment is stimulating and the recently re-sited and newly equipped outside area is providing experiences in all areas of learning. As a result, all children make good progress and enter Key Stage 1 ready for the next step in their education. The school accurately identifies that the next stage of development is to ensure that children make full use of the outside area in order to improve learning, particularly in physical and creative development, and so raise progress further. Accurate and detailed observations and assessments are used to plan activities to help children achieve the next steps in their learning. Children know their targets, particularly in developing their writing skills, and are proud to share how they are meeting them. 'I put six finger spaces in my writing' was the proud observation of one child.

The Early Years Foundation Stage leader involves the children in planning their activities, while ensuring that all areas are covered. Photographic evidence is shared with parents and carers who are encouraged to share children's achievements at home. Parents and carers appreciate the guidance they are given about how they can help their children at home. They also appreciate how their children's specific needs and talents are recognised and supported.

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

The proportion of questionnaires returned is above average for primary schools. Parents and carers are very supportive of the school. The large majority of responses were positive. Parents and carers praise the approachability of the staff, the support for pupils with special educational needs and/or disabilities and the range of extra-curricular opportunities offered. Inspection evidence supports the views of these parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hope Brook Church of England Voluntary Controlled 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	44	30	55	0	0	0	0
The school keeps my child safe	40	73	15	27	0	0	0	0
My school informs me about my child's progress	29	53	23	42	3	5	0	0
My child is making enough progress at this school	27	49	25	45	3	5	0	0
The teaching is good at this school	34	62	20	36	0	0	0	0
The school helps me to support my child's learning	25	45	27	49	3	5	0	0
The school helps my child to have a healthy lifestyle	29	53	24	44	2	4	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)	22	40	31	56	0	0	0	0
The school meets my child's particular needs	26	47	25	45	3	5	0	0
The school deals effectively with unacceptable behaviour	28	51	25	45	1	2	0	0
The school takes account of my suggestions and concerns	22	40	28	51	3	5	0	0
The school is led and managed effectively	30	55	25	45	0	0	0	0
Overall, I am happy with my child's experience at this school	35	64	19	35	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



9 May 2011

Dear Pupils

Inspection of Hope Brook Church of England Voluntary Controlled Primary School, Longhope GL17 0LL

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons and assemblies, talking to you and learning about manipulating images in information and communication technology.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well. It was good to see that you look after each other. Thank you for being so keen to tell us how much you enjoy school and about all the exciting things you are able to do.
- You listen carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You have lots of opportunities to keep active and healthy, and you have excellent knowledge and understanding about how to keep yourselves safe.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are two things we have asked the school to do to make it even better. These are:

- improve the standards you reach in English and mathematics by making sure that your teachers show clearly how you can improve your work when they are marking your books
- give you more time to think about what your teachers have written in your books.

All of you can help by continuing to work hard and taking note of what the adults say when they mark/discuss your work.

Yours sincerely

Jenny Batelen
Lead inspector

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