

East Harptree Church of England VC Primary School

Church Lane, East Harptree, Bristol BS40 6BD

Inspection dates 31 April–1 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils, including those who are disabled and with special educational needs, make good progress and achieve well. They reach levels of attainment that compare very favourably with others nationally.
- Children in Reception make a good start to their education. They enjoy a very wide range of indoor and outdoor activities to help build their skills securely.
- Teaching is good. Lessons usually provide suitable challenges for pupils and this enables them to achieve well.
- Pupils' good behaviour means that learning is rarely interrupted. They work and play safely and sensibly around the small site, helping to keep the school harmonious and free from bullying.
- The quality of leadership and management is good. Leaders and managers work very closely with the small team of teachers to help raise pupils' achievement and ambition. Expectations for pupils are shared by members of the governing body and they help support pupils in their excellent spiritual, moral, social and cultural development.
- There is an interesting and varied curriculum that provides opportunities for pupils to exercise skills in English and mathematics, science and technology, across indoor and outdoor learning.

It is not yet outstanding because

- There are occasions when the tasks provided for more able pupils in lessons lack suitable challenge.
- The quality of teachers' marking is inconsistent and does not always help pupils to improve their learning.
- Members of the governing body provide strong support but do not always challenge the school sufficiently over the achievement of girls.

Information about this inspection

- The inspector observed eight lessons taught by four teachers and held meetings with staff, pupils, members of the governing body and a representative of the local authority.
- The inspector observed the school's work, scrutinised its plans, policies, a range of documents, the arrangements for safeguarding and records of pupils' assessments.
- The inspector took account of the 26 responses from parents and carers to the online questionnaire, Parent View, in planning and carrying out the inspection.

Inspection team

Carolyn Carnaghan, Lead inspector

Additional Inspector

Full report

- East Harptree Church of England Voluntary Controlled Primary is a smaller than average-sized primary school.
- Nearly all pupils are from a White British heritage.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also below average.
- The proportions of pupils who are eligible for the pupil premium (additional funding for pupils in local authority care, pupils known to be eligible for free school meals and those from service families) is also below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by ensuring all lessons are planned with sufficient opportunities and challenges to meet the needs of the more-able pupils.
- Ensure that teachers' marking always helps pupils to improve their learning by:
 - clearly recording for pupils how well they are doing and what they need to do next
 - providing better opportunities for pupils to respond to the comments made and improve the quality of their work.
- Making sure that the governing body always challenges the school sufficiently over the achievement of girls.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with the expected levels of skills for their age. Pupils make good progress in all year groups and leave Year 6 having reached above average standards of attainment. Pupils' achievement, therefore, is above the national average.
- Pupils who receive extra funding from the pupil premium achieve well. The school makes quick and effective decisions about their needs and puts excellent opportunities in place to help these pupils enjoy school and make strides in their education. Their rate of progress is similar to all other pupils in the school and faster than pupils nationally. The highly imaginative way the school has used this funding, such as through exciting residential trips, life-skills courses and outdoor learning, is closing any gaps in attainment.
- Pupils' progress in English and mathematics is good, though less strong in mathematics last year. Progress fell overall last year but has grown strongly again since to match its previous levels.
- Disabled pupils and those with special educational needs, including those supported by school action, school action plus and those with a statement of special educational needs, make good progress. The school's attention to the particular needs of these pupils and their rapid diagnosis of what needs to be done, putting in full support in lessons for those whose needs are very complex, are strengths; as is the way these pupils enjoy complete inclusion in all activities and challenges. Every pupil enjoys the same chances as others. This means there is no discrimination and everyone has an equal opportunity to enjoy and achieve.
- Pupils attest to a real enjoyment of reading because it is taught consistently well across all classes. Pupils understand how to tackle difficult words and good communication with parents and carers means reading is enjoyed at home as well. Attainment in reading is above average in the national Year 1 assessments and by the end of Key Stages 1 and 2.
- Children in Reception enjoy a wide range of opportunities to learn about the world and themselves. There is a strong mix of adult-led and child-centred activities. Reading is taught very well so children learn early how to carefully sound out letters and words. Numbers are made fun too. Science and technology often enthral children in this class with much joy and amazement being evident when some eggs hatched into little chicks.

The quality of teaching is good

- Pupils receive good teaching and lessons are nearly always well planned and enjoyable. The tracking of the progress of individual pupils is rigorous and this leads to good levels of support for those who need it. On occasions, there is not enough challenge for the most able, however, and their learning slows down. Although girls have not consistently done as well as boys in the past this is now changing rapidly because teaching has improved.
- In the best lessons, teachers ensure everyone is fully on task, their questioning is rigorous and progress moves on apace. For example, in mathematics, two year groups worked on different challenges to ensure no misconceptions remained about how the four times table worked. The teacher's good subject knowledge helped encourage pupils to find ways of estimating, and have a go, even if the answer was not right. In an outdoor lesson, pupils used exploration and scientific methods to determine what mini-beasts were living in the school's green area. This encouraged Years 1 and 2 pupils to question each other and debate the characteristics of various mini-beasts.
- Excellent resources in Reception and the high expectations of the staff, including those supporting children with disabilities, mean that progress in acquiring knowledge and understanding is rarely interrupted. Children can choose to play indoors and outside but always with a purpose and aim to build their skills.

- Assessment of children's progress is highly effective in Reception and great pride is taken in recording and celebrating the achievements of all the children. Further up the school this underpins learning so that pupils in Year 6 are able to tackle high-level tests in English and mathematics and do well. The marking of pupils' work is inconsistent; in Key Stage 2 there is not enough attention paid to detailed feedback or sufficient chances given for pupils to respond or re-visit work in books in order to improve it.

The behaviour and safety of pupils are good

- Pupils behave well. They enjoy the responsibilities they are afforded through becoming play leaders, for example, helping to organise the small outdoor playground so everyone has chances to use the equipment. They elect members of the school council who make a difference by engaging with improvements to play areas, for instance. The support shown for others is a key feature of pupils' attitudes with everyone taking care of those who find it difficult to move around school.
- Pupils have a strong awareness of the need to stamp out bullying of any kind and they say it is extremely rare. They understand how to stay safe, for example, on the internet and when out cycling and in town. There have been no racist incidents and very few exclusions. The life-skills programme offered to them is really appreciated with pupils saying how much this helps them to get ready for their next steps in education.
- Good behaviour in lessons is the norm so learning is not interrupted. Pupils take responsibility for ensuring everyone behaves with tolerance and courtesy. This helps with group work, such as in a science lesson where small groups worked on what makes the best kind of switch mechanism, then set about building it.
- Pupils' attendance is above average. Parents and carers are happy with their children's behaviour and report few concerns about it. They also support the way the school encourages responsibility taking, good manners and kindness so encouraging pupils' development of spiritual, moral, social and cultural values.

The leadership and management are good

- The small team of leaders and managers, ably led by the headteacher, have built a harmonious and happy school. Their vision for the future is shared with pupils and parents and carers leading to a sense of common purpose that involves the local community.
- The headteacher's aspirational goals for the school are supported by her staff. The effective tracking of pupils' progress, both academically and in their personal development, underpins all school activities. The regular performance management of staff, through checks on teaching and the progress of pupils, ensures teachers receive appropriate and timely opportunities for professional development.
- The local authority provides appropriate support for the school. They support the headteacher in her development of the staff and have done so as pupil numbers fell, then grew again. Leaders and managers have a good understanding of what needs to be done in order to further raise the school's overall effectiveness. Their self-evaluation is thorough, helping to support improvements in teaching and what is taught and demonstrates the school's capacity to improve.
- The mixture of subjects in the school's curriculum is stimulating and varied. Outdoor learning is a favourite of pupils because this helps them develop independence, as well as their basic skills when English and mathematics are part of this work. Modern foreign languages are tackled early on in school supporting pupils' understanding of the cultures of other countries and peoples. This underpins pupils' social, moral, cultural and spiritual development.

■ Parents' and carers' views are sought regularly and in such a small school relationships between home and school become close and clearly appreciated. There is plenty of opportunity for parents and carers to come into school, for example to share in charity fund raising events.

■ **The governance of the school:**

- The governing body has a good understanding of the school, how well pupils are progressing and the effectiveness of teaching. Governors make themselves aware of the results pupils attain in national tests and how they compare nationally. This helps them support the headteacher as she plans for the future. They understand how each member of staff is paid according to their experience and performance. Governors also understand how extra government funds for those who are eligible for pupil premium are put to good use. Their appreciation of the success of this, in terms of raising achievement and improving experiences is sound. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide challenge to the school's leaders but have not always done so sufficiently over the achievement of girls. Members benefit from regular training opportunities. They are confident that pupils from East Harptree are ready for the next steps in their education when they leave the school at the end of Year 6. They keep themselves aware of how well pupils get on once in their new schools. The governing body's good support for the school, as part of the whole village community, is warmly appreciated by staff.
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What inspection judgements mean

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

School details

Unique reference number	109190
Local authority	Bath and North East Somerset
Inspection number	412578

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	78
Appropriate authority	The governing body
Chair	Samantha Howard
Headteacher	Carolyn Wheatley
Date of previous school inspection	13 May 2009
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