

Deerhurst and Apperley Church of England Primary School

Apperley, Gloucester, Gloucestershire GL19 4DQ

Inspection dates

23–24 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils have not made consistently good progress in all year groups. The most-able pupils have not achieved their full potential and, as a result, pupils' attainment is broadly average.
- Disadvantaged pupils do not achieve in line with other pupils nationally.
- Not all Reception children make good progress and reach the standard expected (a good level of development) by the time they enter Year 1.
- Teaching over time has not enabled all pupils to make good progress and do well.
- Recent initiatives to strengthen the impact of the school's work are not fully established.
- The governing body has not been robust enough in monitoring and evaluating the impact of teaching and learning on pupils' outcomes.
- The school website does not fully meet the government's statutory requirements.

The school has the following strengths

- The new headteacher is providing strong leadership and, by working with staff and governors, has identified appropriate improvement priorities.
- Current teaching is supporting pupils to make better progress than previously.
- Teachers are implementing the new marking policy well, which is helping pupils to reflect on their learning and identify how they can improve.
- Pupils have positive attitudes to learning and enjoy school.
- Pupils are proud to attend the school. They say that they are safe and that bullying incidents are rare.
- Pupils' spiritual, moral, social and cultural development is good.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes, particularly those of the most able, by ensuring that pupils make good progress in all year groups, thereby raising standards by the end of Key Stage 2.
- Improve the performance of disadvantaged pupils so that they achieve in line with other pupils.
- Ensure that Reception children make good progress and are well prepared for the start of Year 1.
- Improve the effectiveness of leadership and management, particularly governance, by ensuring that:
 - governors play a full and effective role in challenging leaders to improve pupils' outcomes
 - the school website complies fully with the government's statutory requirements.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Previous leaders' actions have not significantly improved pupils' outcomes. The school has not reduced the attainment gap that exists between disadvantaged pupils and other pupils, both within the school and nationally. In addition, pupils' outcomes at Key Stage 2 fell last year. Despite some recent improvement in the early years, overall standards at Key Stage 1 remain only broadly average.
- The impact of the school's additional funding to support disadvantaged pupils is producing mixed results. The school has not succeeded in helping these pupils to accelerate their rate of learning, although they are certainly benefiting from some of the additional opportunities they are receiving, such as participating in school trips.
- Leaders' current self-assessment is overly generous. Leaders have not taken full account of all the available evidence to gain an accurate picture of the school's performance.
- The newly appointed headteacher has led staff and governors in developing and agreeing the school's core values. Together, they have produced an improvement plan that sets out appropriate priorities to raise pupils' outcomes. These include, for example, supporting disadvantaged pupils to make faster progress and thereby working to close the attainment gap.
- The headteacher has led a review of teachers' subject leadership roles, which is part of the new approach to managing teachers' performance. The headteacher has begun to monitor the quality of teaching, which is increasing teachers' focus on raising standards.
- The decision to create an onsite pre-school and provide a separate class for Reception children is helping staff to work together and focus on raising standards in the early years.
- Initiatives are being introduced to provide pupils with opportunities to learn about a wide range of subjects and build upon prior knowledge and understanding. The school has prioritised the development of pupils' writing skills and, in particular, is working to improve their correct use of English grammar, punctuation and spelling.
- Each class has developed a programme of topics that provide pupils with good opportunities to use their literacy and numeracy skills in other subject areas. For example, Year 5 and 6 pupils put their developing language skills to good use, writing for different audiences as they learn about rationing and the evacuation of children during the Second World War and The Blitz in the current theme, 'We'll meet again'.
- Pupils respond enthusiastically to the homework tasks associated with the class topics, which build on work undertaken at school. Pupils make good use of these practical opportunities to show their creative skills. Pupils benefit from exciting visits, such as the trip to 'Steam', the railway museum, that add an extra dimension to learning and complement the work being studied at school.
- The physical education and sports premium is being used appropriately. The decision to employ a part-time specialist coach has increased pupils' opportunities to engage in competitive sports, such as the recent football tournament. It has also led to increasing numbers of pupils participating in and benefiting from the after-school sports clubs. The school's residential trips also contribute well to pupils' physical development as they enjoy participating in new and exciting activities, such as abseiling, archery and dragon boat racing.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. There is a strong focus on strengthening the teaching of religious education in line with the school's Christian values. Pupils also learn about other faiths and cultures, as shown in their knowledge of celebrations such as Diwali (the Hindu festival of light) and Passover, which commemorates the Jewish people's escape from slavery. To develop an understanding of equality, pupils regularly contribute to a wide range of charities, including, for example organising a cake sale in aid of 'Children in Need'. They also learn about other people's lives, such as the recent informative talk on living with a disability, which helped pupils develop a sense of empathy and admiration.
- Leaders have reviewed the school's approach to promoting British values. They have identified that much of the school's work already promotes pupils' understanding of what it means to live in a democratic and multicultural country. For example, pupils enjoy campaigning and holding elections for positions of responsibility, such as head boy and head girl, house captains, school monitors and representatives for the school council. The school council provides a good forum for pupils to discuss issues arising across the different year groups. Events, such as the recent Remembrance Day, are used well to focus pupils' attention on the country's history and the importance of remembering and honouring those who serve.
- Safeguarding arrangements are robust and meet current requirements. The headteacher oversees the school's work to keep pupils safe. All staff are up to date with their safeguarding training. The school has

developed a culture of safer recruitment. Applicants are asked appropriate safeguarding questions during interviews, and offers of employment are made subject to pre-appointment checks being completed successfully.

■ **The governance of the school:**

- Governors have not been robust enough in holding the school to account. They are firmly behind the school and want to see it do well, but do not have a detailed and accurate understanding of the school's strengths and weaknesses. Although they are very proud of the school and care deeply about the pupils who attend, they have not challenged the school sufficiently and ensured that pupils achieve well in all year groups. They do not fully understand the information about pupils' achievement. Similarly, they have not monitored the performance of disadvantaged pupils sufficiently to ensure that all pupils make good progress. In addition, governors are not monitoring the impact of their decisions to ensure that the school is making progress against its current improvement priorities.
 - The school's website provides parents with some useful information about current initiatives and past performance. However, the information provided does not meet the government's current requirements, particularly around reporting the impact of both the school's pupil premium funding and the physical education and sport premium. While most parents are very pleased with the school, a few are right to be concerned about the governors' effectiveness.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment requires improvement

- A lack of consistency in teaching over time has meant that in recent years pupils have not made fast enough progress to fully achieve their potential. Teachers have paid insufficient attention to the progress and attainment of the most-able pupils. As a result, although most pupils made expected progress, only a few managed to achieve results higher than the national average.
- The recent changes are having a beneficial impact on improving the quality of teaching. For example, teachers are planning in greater detail to ensure that work is matched accurately to pupils' differing needs. As a result, pupils find the work both interesting and challenging. As yet, the improvements have not been fully embedded and have not had time to ensure that all pupils make good progress.
- Relationships in the classrooms are very positive. Staff know the pupils very well and take care to encourage them to succeed.
- Classrooms are well organised with bright and colourful displays that reflect subjects being studied and showcase examples of pupils' high-quality work.
- Teachers introduce lessons by explaining each activity carefully to ensure that pupils understand what is expected. Pupils enjoy learning and they work well together. For example, in a Year 5 and 6 mathematics lesson, pupils made excellent progress, applying their knowledge and understanding of algebraic formulas to solve numerical problems.
- Teachers are implementing a new marking policy which highlights where pupils' work meets the standards expected. Both teachers and pupils are still getting used to the new systems and, to some extent, are still feeling their way to ensure that pupils fully benefit from teachers' feedback.
- The regular homework club is well attended. This initiative provides pupils with good opportunities to complete their homework activities in a supervised environment, which helps pupils to consolidate their learning. Although pupils are being set regular homework, a small minority of the parents who responded to the online survey, Parent View, remain dissatisfied with the amount of homework their child receives.
- Teaching assistants work closely with teachers to support pupils' development. They often provide useful guidance for groups of pupils, which helps them to acquire new knowledge.
- The school liaises effectively with parents of pupils with a disability or a special educational need to discuss the level of support being provided and its impact on their learning.
- Teachers prepare three detailed written progress reports each year, which provide regular information to families about their child's development.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are taught about the school's values of respect, friendship, perseverance, truthfulness, trust and thankfulness through the daily acts of worship. This approach is helping pupils to learn about what it means to live as part of a community. As a result, they have a good understanding and appreciation of the need to help others.
- Pupils also have a good understanding of how to keep themselves safe and healthy. They are confident that they can talk to adults at the school about any concerns that they may have. Pupils also know about the potential dangers of using the internet and have spent time considering ways to promote good e-safety routines.
- Pupils are proud of their school. They have many ideas about how their school can be improved and use the school council to good effect to bring about change.
- Pupils learn about the different forms of bullying and say that it is not an issue at the school. Although no bullying issues were identified during the inspection, a small minority of parents who responded to Parent View indicated concerns about how the school deals with bullying incidents.

Behaviour

- The behaviour of pupils is good.
- Pupils get on well together and enjoy each other's company. Pupils at the school show care and consideration, including when the pre-school children join them during breaktimes.
- Pupils are polite and respectful. The breakfast club provides pupils with a good start to the day. Pupils arriving early enjoy attending and play together well. Similarly, lunchtimes are organised well and pupils enjoy having time to socialise. During breaks, pupils play together sensibly and make good use of the playground space. When the weather allows, the pupils really enjoy having access to all of the school grounds.
- Pupils have a clear understanding of the school's rules. Good behaviour is praised. When incidents of inappropriate behaviour do occur, they are dealt with quickly and sensitively.
- Pupils are enthusiastic about learning. In lessons, they work hard and apply themselves to the activities planned. Occasionally, a few pupils do lose interest and exhibit off-task behaviour, but they are quickly managed by adults working in the classrooms.
- Attendance is higher than the national average. However, the attendance of disadvantaged pupils is not as high as that of other groups.

Outcomes for pupils

requires improvement

- The school has not paid enough attention to ensuring that the most-able pupils make good progress and, as a result, not all attain the higher levels.
- The achievement of disadvantaged pupils in all year groups is below that of other pupils. Many of these pupils have disabilities or special educational needs, which sometimes restrict their academic progress. Although some disadvantaged pupils make good progress, others do not, with the result that the attainment gap that exists with other pupils is not closing.
- Outcomes for disabled pupils and those with special educational needs are often below those achieved by other pupils. However, some of these pupils make good progress from their starting points and achieve in line with their potential.
- For the last two years, pupils' attainment at the end of Key Stage 1 has been broadly in line with the national average. Attainment at the end of Key Stage 2 fluctuates year-on-year and, on occasion, is above the national average. However, pupils' attainment declined in 2015 to be slightly below the national average.
- Teachers are focusing on strengthening pupils' use of grammar, punctuation and spelling. Current teaching shows that pupils are benefiting from the strong emphasis on developing their language skills. This approach is helping to improve pupils' achievement in writing as they are keen to apply their developing knowledge and understanding.

- The increased emphasis on developing pupils' use of phonics (letters and the sounds that they make) is benefiting pupils' reading abilities. In 2015, the proportion of Year 1 pupils reaching the expected standard in the phonics screening check was higher than average and an improvement on the school's results achieved in the previous year.
- Pupils read regularly at home and at school. They enjoy opportunities to read books written by a wide variety of authors. When reading at school, pupils are increasingly doing so with good expression as they develop their understanding of how punctuation is used to inform their use of speech.

Early years provision

requires improvement

- The majority of children start school by attending the onsite pre-school before being old enough to join the Reception class. The school's information confirms that most children starting in the early years do so with skills that are at least typical for their age. However, the proportion of children achieving a good level of development at the end of the Reception Year remains below the national average. In 2015, just over half of the Reception class achieved the standard expected (a good level of development), which is an improvement on the previous year, when just over a quarter reached this benchmark.
- The early years leader has a good overview of children's development. However, the school does not work closely enough with pre-school staff to discuss and agree the children's attainment on entry to the Reception Year.
- Now that the school's pre-school has moved from the village hall to be onsite, children are able to regularly join the Reception class at breaktime and during other organised events. The close links that exist between both classes ensure that children move smoothly into school and quickly adjust to the Reception class routines.
- During the inspection, pre-school children enjoyed hearing the story of *The Gruffalo* being read. While listening to the story, they looked intently at the illustrations, which developed their awareness of how pictures provide visual clues to the story text. Teaching in the early years builds well on children's initial skills. The improving teaching of phonics is developing children's early reading skills in preparation for joining Year 1. Reception children particularly enjoyed using their 'magic wands' to trace the individual letters that they were learning to sound.
- The pre-school and the Reception class provide children with many opportunities to be creative and to learn through structured play. Children enjoy the practical activities and clearly benefit from them. To do so, staff introduce a wide range of different modelling materials. This approach is successfully developing children's creative talents. The jointly organised 'Welly Wednesday' gave pre-school and Reception children an exciting opportunity to work together and be creative and imaginative. During the day, children were particularly excited about going on a 'bear hunt' around the school grounds.
- The good supervision ensures that children's safeguarding, welfare and personal development are supported effectively. As a result, children behave well and develop good attitudes to learning.

School details

Unique reference number	115619
Local authority	Gloucestershire
Inspection number	10003914

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Rev Barbara Messham
Headteacher	Jayne Neveu
Telephone number	01452 780374
Website	www.deerhurst.gloucs.sch.co.uk
Email address	admin@deerhurst.gloucs.sch.uk
Date of previous inspection	14–15 March 2011

Information about this school

- This school is much smaller than the average-sized primary school.
- A new headteacher joined the school in September 2015.
- Since the start of term, the Chair of the Governing Body has stood down and been replaced, for a temporary period, by the Vice Chair.
- In 2012, the school opened a pre-school unit, which operates five days a week for children aged from two years and nine months. The school also provides a breakfast club.
- In September 2014, the school increased the number of classes from three to four.
- Children attending the pre-school do so on a part-time basis. Children in the Reception class attend school on a full-time basis. The other year groups are taught in mixed-age classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspector observed every class twice. The headteacher joined the inspector for all the classroom observations. The inspector also observed an assembly.
- While in lessons, the inspector looked at pupils' books and reviewed teachers' marking. He also listened to pupils read. The inspector also reviewed a sample of pupils' work to evaluate their progress and attainment.
- A wide range of documentation was scrutinised, including records of attendance and behaviour, safeguarding procedures and the school's analysis of its performance.
- The inspector held meetings with the headteacher and most members of staff. He also met with two members of the governing body and a representative of the local authority.
- The inspector met with a group of Year 6 pupils and talked informally to other pupils around the school during breakfast club, breaks and lunchtime. He also observed a meeting of the school's council.
- The inspector took account of an email received from Gloucestershire's Hospital Education Service.
- The inspector looked at the 34 responses to Ofsted's Parent View questionnaire. He also took account of 14 staff questionnaires and the 12 responses to the pupil questionnaire.

Inspection team

Ken Buxton, lead inspector

Her Majesty's Inspector

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