



East Harptree Church of England VC Primary School

Inspection Report

Unique Reference Number 109190
LEA Bath and North East Somerset
Inspection number 278152
Inspection dates 8 November 2005 to 8 November 2005
Reporting inspector Laurie Lewin RISP

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

Type of school	Primary	School address	Church Lane
School category	Voluntary controlled		East Harptree
Age range of pupils	4 to 11		Bristol BS40 6BD
Gender of pupils	Mixed	Telephone number	01761 221492
Number on roll	75	Fax number	01761 221492
Appropriate authority	The governing body	Chair of governors	Mr Paul Cullen
Date of previous inspection	28 February 2000	Headteacher	Mrs Carol Wheatley

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small school. Most pupils are from White British backgrounds and come from privately owned houses in the village and surrounding area. The proportion of pupils with learning difficulties or disabilities is below average. Standards attained by children who start school vary from year to year, but usually show them attaining above the expected level but covering a wide span of ability.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that helps pupils achieve well and become confident learners. It is effectively run and, in addition to boosting pupils' academic performance, successfully enables them to develop good personal skills. The family atmosphere of the school ensures that pupils are well cared for and, as a result, pupils develop positive attitudes and feel safe and secure. Teaching and learning are good in all year groups and staff work effectively together to provide work that interests and motivates the pupils. Children settle in quickly when they start school. Good quality provision helps them to make good progress and reach standards that are above the levels expected for their age. Pupils in Years 1 to 6 make good progress as reflected in the above average standards in national test results. However, currently pupils are not doing as well in science as in other subjects and are not receiving enough opportunities to carry out scientific investigations. The school has good systems to check on pupils' progress in English and mathematics. This information shows that while some individuals make very good progress, a few of the more able Year 5 and 6 pupils do not progress as rapidly as they could in English, mathematics and science. Assessment information is not used effectively enough to support pupils' achievement in science.

The headteacher does a good job of setting an atmosphere in the school in which all staff and governors work together as a strong team. In particular, staff and governors work well together in checking on the school's performance, which they accurately evaluate as being good. The school provides good value for money and shows a strong capacity to sustain the good progress it has made since the last time it was inspected.

What the school should do to improve further

- make better use of assessment information to improve standards in science for pupils in Years 5 and 6 and give them more opportunities to carry out scientific investigations
- ensure that all of the more able pupils in Years 5 and 6 make better progress and reach the standards of which they are capable in all subjects.

Achievement and standards

Grade: 2

Overall, achievement and standards are good. The school has sustained typically above average results in national tests over recent years. Inspection evidence identifies that currently, older pupils are not achieving as well in science as they do in English and mathematics. Pupils are not being given sufficient opportunities to follow their own lines of enquiry in science. The school's effective system of tracking pupils' progress shows that some individuals make very good progress. However, it also picks out that a few more able pupils do not make as much progress as expected in English, mathematics and science. Nonetheless, the school is largely successful in enabling pupils to achieve the challenging targets set for them. Strong support from teachers

and teaching assistants ensures that pupils with learning difficulties and disabilities make good progress and achieve well.

Grade: 2

Personal development and well-being

Grade: 2

Pupils show well developed spiritual, moral, social and cultural awareness. Through classroom discussions, assemblies and the charity fund-raising they do, pupils gain a good understanding of and respect for different sorts of people and the world around them. For example, in an assembly observed by inspectors, pupils were quick to suggest ideas as to why the poppy flower is used as a symbol of national remembrance for soldiers who died. A discussion with older pupils showed that they have a good knowledge of how to stay healthy, fit and safe through activities such as cycling proficiency training, 'pedestrian training' and the school's promotion of healthy eating. They are especially proud of their award winning school cook ... 'we're lucky, we've got the best chef in the west!' Strong links with the local church and the school's acclaimed shows and performances help pupils gain a good sense of contributing to, and being part of, the local community. The school does very well in encouraging pupils to show initiative. For example, Year 6 pupils asked if they could be 'in charge of the school' and successfully organised the programme of lessons and activities for one complete day under the watchful eye of their teachers. Through activities like this and through work in subjects such as mathematics, pupils gain a keen understanding of preparing themselves for the practical aspects of their lives in the future. Pupils enjoy coming to school and their attendance is good. They behave well in lessons and at break times and show positive attitudes.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Good teaching in all classes helps the pupils to learn successfully and achieve well. Teachers work closely together to plan interesting lessons. Pupils told inspectors that they were appreciative of the efforts made and said ... 'teachers try and make the work fun as often as possible'. Staff have a good rapport with pupils and are good at encouraging them. As a result, pupils become confident learners. In the lessons seen by inspectors, teachers provided very clear and succinct explanations and directions and showed a skilful approach towards asking questions that gave pupils of all abilities an equal chance to participate. The school has developed very clear systems for assessing pupils' progress in English and mathematics. It makes good use of the information gained to set targets for improving the teaching and the performance of pupils. This kind of approach is not used effectively enough to boost progress and achievement in science. In the main, teachers cater effectively for pupils of different

ability levels, for example through providing extra 'booster/catch up' sessions for groups and individuals where needed. However, the school's assessment information points up the fact that a few older, more able pupils are not always sufficiently extended by the work that they do in English, mathematics and science.

Grade: 2

Curriculum and other activities

Grade: 2

The school's good curriculum ensures that pupils receive a broad range of interesting activities. Learning is enlivened through the good use of visitors' expertise and well chosen visits made. For example, good use of secondary school specialist teachers boosts the French and sports programmes. Personal, health and social education work is well embedded in the school's curriculum and ensures that pupils gain a keen awareness, for instance, of the need to stay fit and healthy. The school provides a good range of extra-curricular activities that are well attended by and popular with the pupils. Well planned and interesting activities for the reception age group children help them progress well. For example, work seen showed them thoroughly enjoying learning how to plant hyacinth bulbs and recording their activities carefully and accurately. Grade: 2

Care, guidance and support

Grade: 2

Staff are alert to the needs of pupils and quick to respond to their pastoral and academic needs. For example, reception age group children make good progress and become confident because staff monitor and guide them very precisely. Good systems are in place to set targets for pupils' work in English and mathematics. Through the school council and class discussion times, the school is good at listening to and acting on pupils' views. The relatively low number of pupils in each class means that pupils get a good allotment of individual attention which helps to build their confidence and advance their progress. Staff know the pupils well and pupils told inspectors that they would have no hesitation in talking to an adult in the school if they had any problems. All necessary procedures are in place to ensure effective child protection arrangements and the school is vigilant about ensuring pupils stay safe and secure at all times. Overall, the school projects a calm and supportive atmosphere with staff and pupils working together as 'one big family'.

Grade: 2

Leadership and management

Grade: 2

Good leadership and management have helped the school improve at a good rate since it was last inspected and above average standards and achievement have been sustained over this time. The headteacher is successful in setting a tone in the school whereby

all staff work together as a strong and effective team. The school is fortunate to have a team of governors who work closely alongside the staff, visit the school regularly and often take an active part in supporting teachers in lessons and assemblies. The school has an accurate view of its own strengths and weaknesses and staff and governors are all fully involved in the process of self-evaluation. The school is effective in seeking and responding to the views of its parents. It has developed strong links with other partner organisations and often makes very good use of these to boost the quality of education provided. For example, links with the secondary school effectively boost work in sports and French, and the close liaison with the local pre-school organisation helps to ensure that reception age group children settle quickly when they start school. The school has a good capacity to maintain its progress in the future.

Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

East Harptree Church of England VC Primary School Church Lane East Harptree Bristol BS40 6BD

9 November 2005

Dear Children

I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. We especially enjoyed hearing about how proud you are of your school cook and the healthy meals she produces. Here are some of the things we noticed about your school:

You work hard in lessons and show lots of interest in the work.

You do well with most of your work. We think standards for the oldest pupils could be a bit better in science. Sometimes a few of the Year 5/6 children do not progress as rapidly as they could do.

Your school is a very friendly and happy place and you behave well.

You like your teachers and you told us that they try to make your lessons interesting and fun. We also think they do a good job.

You appreciate all of the extra activities that the school provides for you

We think the school takes good care of you.

We were impressed to see how much you know about the need to eat healthy foods and stay fit.

We think that your headteacher works well to organise the school and help you all to become successful.

To make things even better in the future we think the school now needs to help the older children in the school improve their science work and also make sure that all of the Year 5/6 children progress at a good rate.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely

Laurie Lewin Lead Inspector