



Haresfield Church of England Primary School

Inspection Report

Unique Reference Number 115626
Local Authority Gloucestershire
Inspection number 290280
Inspection date 11 January 2007
Reporting inspector Don Mason

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

Type of school	Primary	School address	Haresfield
School category	Voluntary controlled		Stonehouse
Age range of pupils	4-11		GL10 3EF
Gender of pupils	Mixed	Telephone number	01452 720303
Number on roll (school)	103	Fax number	01452 720303
Appropriate authority	The governing body	Chair	Maureen Parris
		Headteacher	Heidi Sprake
Date of previous school inspection	21 January 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The proportion of pupils with learning difficulties and disabilities is well below average, as is the proportion of pupils entitled to free school meals. A major rebuilding of the school was completed in September 2006.

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 with outstanding features. Children start school with above average standards. They make good progress throughout the school and reach well above average standards by the end of Year 6. This good progress is a result of consistently good teaching across the school. Pupils enjoy their lessons and the interesting activities provided for them. However, in the older classes, teachers sometimes talk to the whole class for too long with the result that pupils have insufficient time to work on the activities planned for them. Good support from well-trained teaching assistants ensures that the relatively small number of pupils with learning difficulties and disabilities make good progress. Work undertaken to raise achievement in writing is paying dividends, especially for older pupils. However, the school recognises that some more-able pupils are not yet making the progress in writing that they should between Reception and Year 2. The curriculum is outstanding and helps to explain the pride with which the pupils speak about their school. Staff have written their own schemes of work, planning activities and experiences relevant for their pupils. Effective links between subjects and good use of information and communication technology (ICT) make lessons interesting and meaningful for the pupils. The Healthy Schools, Artsmark and School Website of the Year awards are an indication of the breadth of opportunities provided.

Pupils' personal development and well-being are outstanding. Their behaviour is excellent and there is a calm but purposeful atmosphere in the school. Pupils are self-confident and friendly and know that they have a voice in school decision making. Care, guidance and support are outstanding. Pupil and adult relationships are excellent. There is a strong sense of community in the school which ensures that pupils feel secure, adopt safe practices and know that someone will help them if there is a problem. Pupils know their targets in literacy and numeracy and they are developing a good understanding both of their achievements and of what they have to do to improve. Pupils have many opportunities to make an outstanding contribution to the community, for example, in fundraising events, church activities, in the school council and in regular, whole-school team events which are organised by the Year 6 pupils.

The leadership of the school is good. The headteacher provides strong leadership and is passionate in her desire that the school does its best for every pupil. The school knows its strengths and weaknesses very well and has a clear plan of action in place to help it make improvements. Good systems are in place to check pupils' progress and the school is using this information to set challenging targets for improvement. The school's capacity for improvement is good and is reflected in the good teamwork of the staff, their shared desire to be the best, and the progress already made in improving standards in writing.

What the school should do to improve further

- Raise the achievement of more able pupils in writing by the end of Year 2.

- Adjust the balance between whole-class teaching and independent work in Years 3 to 6 so that pupils have more time to work on activities related to their ability level.

Achievement and standards

Grade: 2

Pupils enter the Reception class with above average levels of attainment. A good range of teacher directed and independent activities ensures that pupils make good progress in all aspects of their development. Nearly all pupils meet the expected national levels by the end of the Foundation Stage, and many exceed them. Pupils continue to make good progress throughout the school and reach well above average standards at the end of Year 6. The latest Year 6 test results show a significant improvement in writing, with over half the pupils achieving above average levels. This is a result of the work which has been undertaken to improve the quality of the teaching of writing. However, the impact of this work has not yet been seen in the Year 2 tests and the school recognises that some of its younger more able children are not making as much progress as they could in writing. Thorough systems are in place, and applied consistently in all classes, to check the progress made by pupils and to identify those needing support.

Personal development and well-being

Grade: 1

The pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. It is reflected in their confident and friendly manner and the care they show for one another in school and in the playground. Pupils' good attendance is an indication of their enjoyment of school. Their behaviour in class and around the school is exemplary. They say that team competitions, awards and 'the golden book' help them to behave well and to work hard in class. Pupils understand how to keep themselves safe and healthy and are appreciative of the wide range of sporting activities that the school provides for them. Pupils are regularly consulted about aspects of school life, for example, the effectiveness of the behaviour policy, and develop high self-esteem because of this. Pupils make good progress in literacy, numeracy and ICT and outstanding opportunities are provided for pupils to talk together, to work in teams and to make decisions. For example, school council pupils have met with playground design consultants to help design the new playground. These are abilities that will serve them well in the future.

Quality of provision

Teaching and learning

Grade: 2

Consistently good teaching ensures that pupils of all abilities make good progress. Lessons are well planned and teachers provide activities that successfully meet the

needs of pupils of different abilities. However, teachers in Years 3 to 6 sometimes talk to the whole class for too long with the result that pupils have too little time to work independently. Good links between subjects and good use of ICT enliven lessons and help to motivate pupils to do their best. Pupils settle to work very quickly and show good levels of concentration and perseverance. The progress made by more able pupils, particularly in Years 3 to 6, is improving because of the work the school has successfully undertaken to improve the teaching of writing and problem solving skills in mathematics. In the Reception Year, good use is made of assessment information to provide pupils with appropriate work, with the result that they make good progress.

Curriculum and other activities

Grade: 1

The curriculum has a very strong impact on pupils' achievement and personal development. The school has planned its own schemes of work which meet the needs of its pupils very well. Pupils really enjoy the range of subjects on offer and the variety of teaching styles which are used. Very good use is made of the local environment and a wide variety of visits, visitors, theme days, specialist subject weeks and after-school clubs enriches the curriculum and motivates the pupils to work hard. Specific opportunities are planned in the schemes of work to promote pupils' enjoyment and their contribution to the community and to prepare them for the future. For example, a unit on fundraising gives pupils an opportunity to manage a small budget. Science lessons and first aid training for Year 5/6 pupils contribute to their good understanding of how to keep themselves safe and healthy. The curriculum for Reception children is good and stimulates children's interest in learning. However, the use of the outdoor area is still being developed following the completion of the building project. There is a very effective transition curriculum between Reception and Year 1.

Care, guidance and support

Grade: 1

In this small school community with its strong Christian ethos, adults know the pupils very well. The pupils thrive as a result. Parents appreciate the care provided for their children, saying, 'we feel privileged that our children are part of such a happy school where every child is valued as an individual and where there is such a caring and dedicated staff'. Relationships between staff and pupils are excellent, and the way pupils are taught to care for each other is outstanding. Policies to ensure pupils' safety are securely in place and reviewed regularly. The headteacher meets with class teachers termly to discuss the progress made by pupils and to plan support for any pupils experiencing difficulties. Pupils understand their targets in literacy and numeracy. They develop a good understanding of their achievements and what they have to do to improve. They confirm that teachers' marking is encouraging and informative.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides strong leadership and is well supported by an enthusiastic and conscientious staff team. The school knows its strengths and weaknesses very well. Two years ago, the school recognised that, whilst its pupils reached high standards overall, some of them, particularly the more able, were not making the progress they were capable of. The headteacher has successfully led the drive to improve teaching and raise the achievement of these pupils, especially in writing and, to a lesser extent, in mathematics. The evidence of this improvement, as seen in national tests, is more secure in Year 6 than in Year 2. Staff morale is high. The teachers are proud of their success and are focused on raising achievement further. They have good opportunities to develop their leadership role in the areas they are responsible for. The school works well with parents and outside agencies to promote pupils' development. Governors provide strong support and play an effective role in monitoring the school development plan to ensure that the school moves forward. Good progress has been made since the last inspection. Staff, pupils, parents and governors are delighted with their new school building and are determined that the school will go from strength to strength.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We really enjoyed our visit to your school. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. Thank you for being so friendly and helpful. We found that your school provides you with a good education.

Good things about your school:

- You make good progress in your work. Standards are well above average by the end of Year 6.
- Your attendance is good. Your behaviour is excellent. You enjoy your lessons and get on well with your teachers.
- Your writing has improved because teachers are helping you to understand how you can make it better.
- You are proud of your school and the many after-school activities and special events which the teachers provide for you.
- You get on well with the teachers and other adults in school and they take very good care of you.
- Your school is well organised and adults are working hard together to make it even better than it already is.

What we have asked your school to do now:

- Help some of the younger children to make even better progress in their writing.
- Give the older children more time to work on their activities.

We wish you all the best for the future.