

Hartpury Church of England Primary School

Inspection report

Unique Reference Number	115627
Local Authority	Gloucestershire
Inspection number	312004
Inspection date	21 November 2007
Reporting inspector	Alison Grainger

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 on roll	
School	107
Appropriate authority	The governing body
Chair	Mary McGhee
Headteacher	Julia Dowding
Date of previous school inspection	17 November 2003
School address	Over Old Road Hartpury Gloucester GL19 3BJ
Telephone number	01452 700446
Fax number	01452 700446

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the influence of teaching and the curriculum on pupils' attainment and progress; the quality of guidance to pupils on how to improve their performance; and the influence of all levels of leadership and management on the outcomes for pupils. Evidence was gathered from scrutiny of the school's records of pupils' attainment and progress and other documents; visits to lessons and scrutiny of pupils' work; discussions with staff, governors, pupils and parents; and analysis of responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Most pupils come from the villages of Hartpury and Maisemore although some travel from further afield to attend the school. Most are of White British heritage and very few pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is broadly average, although the proportion who have a statement of special educational needs is higher than in most schools. The percentage of pupils eligible for free school meals is below average. There is a wide spread of individual attainment on entry to the Reception Year. Taking the intake as a whole, children's starting points are broadly at the level expected although children are socially confident.

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 and parents are very pleased with it. As one parent said, reflecting the views of many, 'The school is a happy and caring place in which children learn well.' Partnerships are excellent, not only with parents but also with other schools and outside agencies. At the heart of the school's effectiveness lie good leadership and management. Parents and pupils hold the headteacher in high regard. One parent commented that the headteacher 'has a wonderful way with the children which brings out the best in them'. Parents value the teachers and say, for example, that 'teachers are open and supportive of the children' and that 'there is a pupil/teacher relationship built on trust and respect'. When asked what they like about school, pupils are quick to say that they really appreciate the way that teachers give up time to 'plan and organise interesting lessons, extra activities and visits' and they also emphasise that the adults make them feel safe.

Pupils achieve well during their time in the school. They get off to a strong start in the Reception Year where the provision for them is good. This is built on with further good progress as pupils move up through Years 1 to 6. As a result, the standards attained by the end of Year 6 are significantly above average in most years. Pupils do well because teaching and the curriculum are good in all classes. Nevertheless, the school is working hard to ensure that the more capable pupils are consistently challenged. This is necessary to help all those capable of doing so to reach the higher levels for their age in writing, mathematics and science. In 2007, for example, not as many pupils got to the higher level in writing as did so in reading and mathematics at the end of Year 2. At the end of Year 6, the more capable pupils did not do as well in mathematics and science as in English.

The range of activities additional to daily lessons is exceptional. Many visits, visitors and clubs enhance pupils' experiences, including their knowledge and understanding of the world. These opportunities enable pupils to excel in areas such as sports and music and also contribute much to their personal development. Pupils develop skills in teamwork and gain awareness of their inner resourcefulness, for example through outdoor and adventurous activities during a residential visit. The curriculum is also enriched through the teaching of French. There are some good opportunities for pupils to use and develop their skills in writing in various subjects. Information and communication technology (ICT) skills are used and developed well in some subjects, but not in all.

Within the good care, guidance and support for pupils, many areas are outstanding. Pastoral care and the attention to pupils' personal welfare are excellent. One parent of children new to the school spoke of the tremendous welcome her children had been given and how exceptionally responsive the school had been to their needs. Pupils with learning difficulties and/or disabilities are given a high level of care. They achieve as well as others in their school work and are included fully in all activities. Full account is also taken of the needs of pupils learning English as an additional language. Academic guidance is good and pupils point out that teachers' marking 'helps us to learn from our mistakes'.

Pupils are helped to gain a good understanding of how to keep fit and healthy. They are told, for example, of the importance of 'eating five a day' and know which foods, such as fruit and vegetables, are good to eat often and which they should enjoy only occasionally. They learn a good deal about how to stay safe in school and when out of school, such as when riding bicycles.

Pupils' good behaviour helps to make the school a safe place. They are sure that they have an adult to turn to should the need arise and say that bullying is not tolerated.

The school's strong Christian ethos contributes much to pupils' personal development and well-being. There is an emphasis on respect and caring for others. Pupils put this into practice as they diligently undertake their responsibilities in school as school council members or as 'buddies' who help to look after younger children. Pupils are also keen to help others less fortunate than themselves, for instance by organising fund raising activities for charities. Pupils' contribution to the school and wider community is good. Pupils' basic skills in literacy and numeracy, together with their good personal attributes, prepare them well for the next stage of their education. Their real enjoyment of school is reflected in the above average attendance rate and good punctuality in the mornings.

Not only is this school doing well but it is continually striving to do even better for its pupils. It is improving all the time and some exceptional features are already evident. The headteacher is doing an outstanding job and provides an extremely clear educational direction. Staff and governors contribute well to the school's leadership and management. Self-evaluation is thorough and accurate. The school has made good progress since the last inspection and has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

The school's many significant strengths begin in the Reception Year. Children settle in quickly because of the good support they are given and because of the exceptional links with the nursery that most attend. Their strong social confidence is harnessed and children move on quickly in their personal, social and emotional development. Progress is good across all the areas of learning, with clear and effective teaching of basic skills. Children experience a good balance of activities that are directed by adults and those which promote learning through exploration. As in the later years, children in Reception are given excellent opportunities to learn through visits and visitors. As a result of the good teaching and curriculum, almost all children reach the standards expected and a good number exceed these standards by the time they transfer to Year 1. Reception provision is well led and managed and the school has rightly identified the need to develop the outdoor curriculum further.

What the school should do to improve further

- Ensure that the more capable pupils are consistently challenged so that more reach the higher levels for their age in writing, mathematics and science.
- Increase opportunities for pupils to use and develop their ICT skills across the curriculum.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

22 November 2007

Dear Pupils

Inspection of Hartpury C of E Primary School, Gloucester, GL19 3BJ

Thank you for helping me when I visited your school. I enjoyed visiting your lessons, talking with you and finding out about the many exciting opportunities you have for work and play. You told me that you like school a lot and that you really appreciate all the effort the adults make to help you to learn. I am sure that you and your parents will not be surprised that I found out that yours is a good school.

The teachers make sure that you learn well from the moment you enter the Reception Year until you leave at the end of Year 6. You make good progress with your work because teaching and the curriculum are good. I have asked the school to make sure that all of you who are capable of getting to the higher levels in writing, mathematics and science do so.

Your school does a good deal to support your personal development as well as to help you to do well in lessons. You behave well, care for others and make a good contribution to the school and the wider community. You know much about how to keep fit and healthy and how to stay safe. You told me that one of the things you really like about school is that you feel safe there. The adults care for you very well.

You have very many opportunities to go on visits, including residential ones. There are lots of sports and music activities and clubs for you to attend. I have asked the teachers to give you more opportunities to use and develop your information and communication technology (ICT) skills in different subjects.

Your school is well led and managed. Your headteacher is doing an outstanding job and is well supported by all the other adults. The adults are continually working to make your school even better. They look very carefully to see what can be improved. As a result, they are not surprised by the things that I have asked them to do and they are already working on them.

Thank you once again for the warm welcome. Keep doing your best.

Yours sincerely

Alison Grainger Lead inspector

22 November 2007

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Yours sincerely

Alison Grainger
Lead inspector