

Hatherop Church of England Primary School

Inspection report

Unique Reference Number	115628
Local Authority	Gloucestershire
Inspection number	312005
Inspection date	9 October 2008
Reporting inspector	Marion Wallace

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	80
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Sara Rostant
Headteacher	Sally Davis
Date of previous school inspection	24 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hatherop Cirencester GL7 3NA
Telephone number	01285 750318
Fax number	01285 750318

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

Hatherop School is smaller than most primary schools. The majority of pupils are White British. The percentage of pupils with learning difficulties and/or disabilities is average. The proportion of pupils entitled to free school meals is lower than average. Most children have attended pre-school playgroups or nurseries before they enter Reception. The school has three mixed-age classes. Staffing has been very stable for a long time. As part of a succession plan the headteacher has recently started working three days a week. The leadership role is shared on a part-time basis with the acting headteacher. The school has achieved: the Healthy Schools Award; the Activemark; Full International Award; Food for Life Award; Silver Artsmark; Bronze Eco Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hatherop is a good school. Pupils' personal development and well-being are outstanding. Pupils enjoy school tremendously and have a very positive attitude to learning because the school is a well led and caring community that values and respects all individuals, including them fully and encouraging them to achieve well. The school is appreciated and strongly supported by parents and the local community. One parent summarised the views of many: 'A wonderful school with a caring ethos, children enjoy learning, teachers are approachable and know the pupils well.'

Pupils' achievement is good and they reach standards that are well above average by the time they leave at the end of Year 6. Attainment on entry to Reception is generally above the level expected but can vary in year groups with small numbers. Children settle well into Reception because relationships are very positive and teaching is good. They make good gains in all areas of learning and enter Year 1 exceeding the expected goals. Pupils continue to experience good teaching and make good progress throughout the school. By the end of Year 2, the majority of pupils are achieving well above average standards in reading and above average standards in writing and mathematics. More able pupils do consistently well in reading but not as many reach the higher levels in writing and mathematics. By the end of Year 6 all pupils achieve exceptionally well in English and have made good progress in mathematics and science. Pupils who have learning difficulties and/or disabilities make the same good progress as their peers.

As a result of good care, guidance and support, all pupils say they feel safe and that they are confident that adults will deal with any problems swiftly. Pupils gain an excellent knowledge of how to adopt healthy lifestyles. They eat healthily and have a very positive attitude to physical activity. They value the vegetables that they grow in the school garden and talk with knowledge and pride about the school chickens. Preparation for adult life is outstanding, with pupils developing very competent skills in literacy, numeracy and information and communication technology (ICT). They build on this further through the excellent opportunities to develop their business and social skills and a sense of responsibility to the school and wider community.

Support staff work closely with class teachers to ensure good quality teaching and learning. There are good systems in place to check on how well pupils are doing. Not all pupils, however, are clear about the next steps they need to take to improve their work because the use of targets and marking is inconsistent. The curriculum is good because it provides many enrichment opportunities promoting personal development as well as good academic achievement.

One of the main reasons for the popularity and success of the school is the good leadership and management of the headteacher and strong teamwork from the rest of the staff. Support and challenge from governors is excellent. The school has made good progress since the last inspection and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Very carefully planned induction arrangements, warm relationships with adults and effective links with parents enable children to settle easily into school routines and to feel safe and secure. They get off to a good start, achieving well, in a welcoming and happy setting that helps them to enjoy their learning. As a result, by the end of reception, most children exceed national expectations for their age. Staff value and place appropriate emphasis on activities

such as exploring and investigating the outdoor 'Forest School' area. These activities are usually balanced well by carefully chosen activities led by adults. However, children are sometimes required to listen to adults for too long. Pupils' personal development is fostered particularly well. Since the last inspection, improvements have been made to the classroom environment, which is now attractive and well organised. Language development and early literacy and numeracy skills are promoted well and this has a positive effect on the development of children's reading skills and their confidence in writing and handling numbers. The provision is well led and managed.

What the school should do to improve further

- Increase the level of challenge for the more able pupils to help more of them reach the higher levels in writing and mathematics by the end of Year 2.
- Ensure there is a consistent approach to the use of targets and marking so that all pupils clearly know what they have to do to improve their work.

Achievement and standards

Grade: 2

The school successfully enables all groups of pupils to achieve well. Standards at the end of Year 2 have been consistently above average for the last five years and significantly above average in reading. More able pupils, however, do not always reach the higher levels in writing and mathematics. In 2007, pupils in Year 6 reached well above average standards in English and above average standards in mathematics and science. A focus on science and mathematics has been successful and provisional results in 2008 show marked improvement in mathematics and science for more able pupils. Writing is a strength at the end of Year 6. Older pupils enjoy writing and show passionate enthusiasm when drafting their work. Good assessment and tracking, followed by successful intervention, contribute to this good achievement. Effective strategies are in place for pupils who need the extra support.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. They feel very safe and secure in the family atmosphere which underpins all school activities. Pupils say that any instances of bullying are rare and are dealt with well. They are keen to learn new things and very high levels of attendance reflect their great enjoyment of all that is on offer. Behaviour is consistently good. Pupils are polite, courteous to one another, to adults and to visitors. They make a good contribution to the school, for example by acting as school councillors, and also to the local community through the school's strong links with the church. An 'International Award' recognises pupils' growing knowledge of different cultures and their global awareness, while a Bronze 'Eco-School' award reflects their understanding of sustainability. Pupils' good understanding of the importance of a healthy lifestyle is reflected in the school's 'Healthy School' status and a recent 'Food for Life' award. Sporting activities are popular demonstrating pupils' eagerness to be active. Pupils are very well prepared for the future. They achieve good academic standards, work well in teams and learn about economic ideas through various activities including setting up and managing a fruit stall and a 'Business and Enterprise' week.

Quality of provision

Teaching and learning

Grade: 2

Teachers are supported by high quality support staff and this contributes to the promotion of good learning. The staff know and track pupils' progress well and the methods used to record progress are effective. Teachers show enthusiasm for learning and as a result, pupils enjoy the lessons. Pupils with learning difficulties and/or disabilities make good gains because support is carefully targeted. Planning in the mixed age classes is good and takes account of pupils' different abilities. However, in Years 1 and 2, teachers sometimes miss opportunities to challenge more able pupils in their writing and mathematics.

Curriculum and other activities

Grade: 2

The good curriculum is well organised and well matched to pupils' abilities. Pupils learn through a wide range of activities. The provision for pupils with learning difficulties and/or disabilities is good. The school acknowledges pupils who have special gifts and talents but provision for these pupils is less well developed. Pupils enjoy the curriculum especially the art, music and drama activities. There are very good opportunities for all pupils to develop their performance skills in the termly productions. The range of visits and activities outside lessons is good and enriches pupils' cultural experiences. The school offers a good range of sporting and outdoor activities. Pupils benefit from specialist teaching in gymnastics and swimming. ICT is used well to enhance learning. The after school club is popular and well attended.

Care, guidance and support

Grade: 2

The school provides a safe and secure environment, which very effectively nurtures pupils' learning, personal development and well-being. Very good relationships enable pupils to discuss any worries they might have. Procedures for ensuring pupils' welfare and safeguarding them are robust. Parents comment on the very effective induction procedures that help children settle into Reception and the good support they are given for moving to secondary school. Pupils benefit from outstanding support and guidance for their personal development, and this is reflected in their very positive attitudes and good behaviour. Academic guidance is satisfactory. Older pupils create their own targets for English and mathematics. However, the approach to target setting is not consistent across the school and some pupils are uncertain about ways to improve their work. Teachers ensure that pupils know what they are expected to learn in lessons and, whilst there has been some improvement in marking since the last inspection, this still does not always provides clear guidance for pupils on how to achieve higher standards.

Leadership and management

Grade: 2

The headteacher leads the school well and has the confidence and respect of pupils, staff, parents and the local community. As a result, staff and pupils enjoy their time together because they all feel valued. Strong teamwork is evident throughout the school. All staff and governors contribute effectively to the well-considered plans for the next stage of the school's

development, which are informed by a rigorous review of all aspects of the school's work. The headteacher is good at enlisting the support of subject leaders to track and monitor pupils' progress and check the outcomes of provision. As a result, an analysis of test results in science and mathematics led to successful action being taken to improve standards at the end of Year 6. However, the school is yet to ensure that more able pupils reach the higher levels consistently in mathematics and writing at the end of Year 2. Governors are supportive and also purposeful as critical friends in challenging the school.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 October 2008

Dear Pupils

Inspection of Hatherop Church of England Primary School, Cirencester GL7 3NA

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and seeing how well you look after your chickens and garden. We agree with you that Hatherop is a good school. It is outstanding at promoting your personal development.

These are the things we found that your school does well:

- You get off to a good start in Reception and continue to make good progress through the school. As a result, you reach high standards.
- You all enjoy learning and work hard because teaching is good.
- You make excellent progress in your personal development. Your behaviour and attitudes are good. You concentrate really well and do your best. You are sensible and caring to others.
- You enjoy all the extra-curricular activities, trips, visits and termly performances.
- Your school cares about you well and teaches you a lot about how to keep safe, be healthy and care for others.
- Your school council is working well to make sure that you all get a say in how to improve your school.
- Your headteacher and acting headteacher lead the school well and all the staff work effectively together to make sure that the school is an exciting place. They constantly try to make it even better. They check your progress carefully and extra help is given to those who need it.

What we have asked your school to do now:

- Make sure that, by the end of Year 2, more of you are helped to reach the higher levels in writing and mathematics.
- Make sure that all of you know clearly what you need to do next to improve your work.

You can help by continuing to work really hard. Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace Lead Inspector