

Horsley Church of England Primary School

Inspection report

Unique Reference Number	115685
Local Authority	Gloucestershire
Inspection number	312029
Inspection date	24 September 2008
Reporting inspector	Martin Kerly

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	93
Government funded early education provision for children aged 3 to the end of the EYFS	11
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Patricia Rowan
Headteacher	Martin Fry
Date of previous school inspection	18 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Street Horsley Stroud GL6 0PU
Telephone number	01453 833625
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

the achievement of pupils and the current progress being made by pupils of all abilities, especially in Years 3 to 6

the quality of teaching and how effectively it is monitored

evidence of outstanding features of pupils' personal development, care and well-being.

Evidence was gathered from observations around the school, discussions with pupils, staff and the chair of governors, analyses of the school's working documents and the questionnaires completed by parents. Other aspects of the school were not inspected in detail, but the inspectors 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

The school is smaller than average. It has four classes. Children in the Early Years Foundation Stage (EYFS) share a class with some of the Year 1 pupils. The other three classes each contain pupils from two year groups. Almost all the pupils are White British and all speak English fluently. The proportion of pupils with special educational needs is smaller than average. Horsley Playgroup, which is not managed by the school's governing body, meets in the school once a week. The building has recently been remodelled to provide a range of administrative areas, a library and other small teaching areas. There is no school hall and the playground is separated from the main building, being a short distance along a public footpath.

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. It has some outstanding features and few aspects in need of improvement. Pupils attain standards well above the national average. The school provides exceptional levels of care, support and guidance and this contributes to the pupils' good personal development and well-being. Pupils respond well to the outstanding range of high quality enriching activities and mostly enjoy school a lot. On occasions their enjoyment is restricted because shortcomings in the accommodation interfere with the spontaneity of their learning. Their attendance is improving and is above average. Parents appreciate the school's qualities and almost all replied positively to the inspectors' survey. One reflected other comments received by writing, 'We feel fortunate that our child can go to such an enriching and creative school.' Others wrote of each child 'being cherished as an individual' and of their children 'being inspired by Horsley School'. The headteacher leads the staff in a comprehensive and effective programme of checks on the school's work, including teaching and learning, and these provide the school with an accurate view of its performance. The school has worked effectively to sustain the good features found in the last inspection, when no significant areas for development were identified, and it is well placed to continue to improve.

The achievement of pupils of all abilities, including the most and least able, is good because the school carefully considers their needs and sets work accordingly. The attainment of children on entry to the school is above that expected for their age. Children make good progress in the EYFS. This good progress is maintained by pupils in Years 1 to 6. In national test results in Year 6 in English, mathematics and science in 2008, standards are well above average, with the large majority of pupils exceeding age-related expectations. Pupils currently in Year 6 are well on the way to reaching their challenging targets for the end of the year, as are pupils in other year groups. Pupils use computers very confidently and this contributes to their excellent preparation and readiness for the next stage of education and adult life.

The good progress is a direct consequence of the good teaching and the individual attention given to each pupil. Teachers plan carefully, and inspire pupils with the wide range of stimulating and exciting activities. They ensure all pupils are actively engaged, for example by using 'talking partners' when reflecting on features of Victorian Britain in a history project. Pupils are effectively helped to be clear about what they are learning and can talk confidently about their work. They appreciate the very constructive comments by teachers about their work and make perceptive comments themselves about ways they can improve further. In most instances the school works very effectively to minimise the impact of the cramped site and limited space, including the absence of a hall, but inevitably there is some potential learning time wasted in lengthy movements to and from off-site facilities, and relatively few opportunities for free movement by pupils between the classrooms and the playground and small field. This is most significant in the EYFS and at present the internal classroom environment for the EYFS does not compensate fully for the lack of free movement in and out of doors.

The school is vigilant in the way it cares for its pupils, and procedures designed to safeguard pupils are implemented rigorously. There are exceptional levels of care and support for pupils, and the school works particularly well with other professionals and parents to support pupils' well-being, including those who are most vulnerable. A parent of one such pupil wrote, 'We have been extremely pleased by the way staff have handled his difficulties.' The good curriculum is carefully tailored to the needs of pupils in mixed-year classes, with many links between subjects. The creative arts are exceptionally strong, with pupils taking responsibility for planning

and performing high quality activities such as music and drama productions and exhibiting their art. The school recently received an award in a prestigious national competition and has been awarded Artsmark Gold in recognition of its work. The absence of a hall limits aspects of the curriculum, especially for physical education (PE). It also limits aspects of teaching and learning, in not having the flexibility provided by a large indoor space. The current arrangements for using part of the church are inadequate, with the existing accommodation being unsuitable in its present form for PE and even assemblies. Governors are fully aware of the shortcomings in accommodation and are engaged on a long-term plan to address them. In this and other ways they fulfil their responsibilities well and maintain close links with the day-to-day work of the school.

Pupils behave well, although a few find it hard not to chatter in assemblies and in lessons. They are exceptionally mature in their approach to adopting healthy lifestyles and keeping themselves safe. This is reflected in the recent Healthy School award. Many are involved in helping around the school as monitors, buddies and councillors and they fulfil these roles very conscientiously. They talk enthusiastically about representing the school in various activities in the local community, such as the May Day festival, and links with a local care home, helping promote community cohesion and pride.

The headteacher provides a clear sense of direction across the school and this is an important element of the good leadership and management. He continually seeks ways of enhancing the provision, always with a clear focus on the pupils, for example pushing the boundaries towards innovative use of information and communication technology to support teaching and learning. Together with senior staff, he carefully monitors pupils' progress and the school's performance and makes good use of the information gained to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are sensitively introduced to their class in close partnership with parents, and as a result, they settle well into school. The newest entrants are already comfortable with the class routines. The teacher and assistant carefully assess the children's learning on entry and plan interesting activities for the children which gives them a good start. The children are taught well and make good progress. In recent years, standards have been consistently significantly above average in all six areas of learning, at the end of the key stage. The playground and small field have been developed well to provide a range of good experiences for the children, but this area is remote from the classroom and opportunities for its use are consequently restricted and have to be carefully planned and supervised. This limits the range of activities routinely available to the children and their opportunities to develop independence and move freely in and out of doors. At present the classroom has not been fully developed to provide maximum opportunities for learning through play and making independent choices, needed to compensate for the restricted access to outdoor areas.

What the school should do to improve further

- Redouble efforts to provide a designated hall available for use by the school at all times.
- Ensure the indoor experiences provided for the children in the EYFS classroom are designed and planned to compensate, as much as is possible, for the lack of free access to the outdoor areas.

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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 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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
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	1
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	1
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?	1

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	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

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

Dear Children

Inspection of Horsley Church of England Primary School, Horsley GL6 0PU

Thank you for the way you made us feel very welcome when we visited your school. We thoroughly enjoyed talking to some of you and visiting your classrooms. We are pleased you like your school. We were particularly impressed by the brilliant range of special activities the staff arrange for you, including all the visits and special events. We are pleased that you and nearly all your parents like your school. Horsley is a good school. Here are some more of the highlights we found during our visit:

- You make good progress in your lessons in all four classes and many of you attain high standards in your work by the time you leave the school.
- The teachers are good at setting work that is not too hard or too easy and making sure you understand what you are learning and how you can improve.
- Many of you help out around the school with important roles as monitors or buddies. You behave well, although a few of you do tend to chatter at times. You are exceptionally clear about how important it is to eat good food and take lots of exercise. We were pleased to see how sensible you are about moving around the school, including to and from the playground along the footpath.
- Everyone who works at the school does their very best to make sure you are all cared for and helped if and when you have a problem.
- Your headteacher is always thinking of ways to make the school even better. He makes sure everything is working as it should and he is helped by the other leaders in introducing new ideas.
- By the time you leave the school you are extremely well prepared to take full advantage of all the opportunities and experiences in a secondary school.

We have asked the headteacher, staff and governors to work together on two things to make it even better.

- Redouble efforts to provide a proper hall in which you can do all sorts of things, such as physical education, without having to travel to the leisure centre.
- Think of ways to improve the way the Class 1 classroom is set up so that the Reception children can spend more time playing with different equipment and choosing what to do. This is important because your playground is such a long way from their classroom and they can't move freely in and out of doors.

We know you will want to help and will have your own ideas about how to make the school even better.

Yours sincerely, Martin Kerly (Lead inspector)