

Haresfield Church of England Primary School

Inspection report

Unique Reference Number	115626
Local Authority	Gloucestershire
Inspection number	338624
Inspection dates	2–3 February 2010
Reporting inspector	John Eadie

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 of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Maureen Parris
Headteacher	Rosamond Farrell
Date of previous school inspection	11 January 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors spent more than six hours observing learning, visited 15 lessons and saw six teachers. Inspectors held discussions with the chair of governors, staff, parents and groups of pupils. They observed the school's work, and looked at a range of documentation including policies and procedures relating to safeguarding, risk assessments, pupils' books, both past and present, and tracking information showing the progress that pupils are making. They also analysed the questionnaires completed by pupils in Years 3 to 6, staff and those returned by 56 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the difficulties of recent times have been successfully overcome and whether pupils are now making good progress
- whether the new team is being successful in embedding ambition and driving improvement
- whether initiatives put in place to raise standards in mathematics and science are being effective.

Information about the school

Almost all pupils at this small school are White British. The school has undergone major changes since the last inspection and the headteacher and all the teachers have joined the school in the last two years. Half of the governing body are also new. The proportion of pupils with special educational needs and/or disabilities is well below average and most of these have mild learning difficulties. A small minority of pupils come from the village, while an increasing number come from the outskirts of Gloucester. Early Years Foundation Stage provision is made in a Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

- The school has done well to overcome the difficulties of recent times and this is due to the drive and ambition of the headteacher. Her high aspirations for the school have been communicated well and are shared by all staff. They all say that that they are a part of the process of self-evaluation and an accurate picture was quickly established of where improvements needed to be made.
- Two years ago, due to the staffing difficulties, attainment fell and many pupils were making inadequate progress. This situation has been reversed, attainment is now above average and pupils throughout the school, including those with special educational needs and/or disabilities, are making good progress.
- Particularly good progress has been made in addressing weaknesses in the teaching of mathematics and science and attainment in both these subjects is now above average.
- Children have a secure start in the Early Years Foundation Stage, where they make good progress due to the skilled support available for them.
- The Christian ethos of the school is very evident, particularly in the value placed on each individual and the outstanding care, guidance and support for each pupil. Equality of opportunity is very high on the school's agenda.
- Pupils enjoy school and this is a contributory factor in their high levels of attendance.
- Particularly good use is made of some innovative features to enliven learning, such as links with the National Trust and the use of an outdoor classroom in the local area. These links, along with many initiatives taken by pupils to raise money for those less fortunate than themselves, are a major factor in their outstanding contribution to the community.
- Many governors are new to their role, although they have made a good start, particularly the newly formed health and safety committee. However, they are not yet in a position to fully support or challenge leaders and managers by monitoring the success of developments or seeking the views of stakeholders.
- The school has developed good systems to check on the progress of each pupil and effective strategies are in place to support any in danger of falling behind. However, a number said on their questionnaires that they do not know how well they are doing. One reason for this is that teachers do not always explain clearly the next steps that pupils need to take in order to make faster progress and their progress towards these targets is not checked regularly enough.
- The developments of the last two years, particularly the improvements in attainment and pupils' progress, alongside the determination of all staff to sustain

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and build upon their successes, indicate that the school is well placed to continue on its upward path.

What does the school need to do to improve further?

- Accelerate the progress that pupils are making by:
 - setting them specific targets for their next steps in learning
 - monitoring their success towards these targets regularly
 - setting the next target in the process.
- Ensure that governors draw up an action plan to:
 - robustly monitor and evaluate the impact of any priorities for improvement
 - systematically consult and gather the views of users and stakeholders.

Outcomes for individuals and groups of pupils**2**

Pupils are enthusiastic and energetic in lessons. For instance, in an introductory mental/oral session of a mathematics lesson, pupils were enthusiastically rising to the challenges given and some were even setting themselves more difficult tasks, which were really stretching their learning. Pupils are encouraged to think creatively. For example, in a science lesson pupils were suggesting investigations considerably beyond the remit of the task in hand. The subsequent discussions showed that understanding of fair tests in science had been fully embedded. Learning sometimes slows when pupils have to listen to instructions for too long or are involved in an extended question and answer session, where the questions do not always match all the pupils' abilities. This was observed in a lesson where the pupils were sitting on the carpet for nearly half an hour. Pupils with special educational needs make the same progress as their classmates as they are supported well and have clear plans made for their learning.

Pupils' personal qualities are developed well. A lively assembly was observed, led entirely by a group of pupils who were part of the recently formed worship group. You could have heard a pin drop as other pupils listened raptly as the group acted out the story of Zacchaeus, making a telling point at the end of the story. This demonstrated pupils' very good spiritual development. Pupils behave well and are very polite and welcoming to visitors. Some pupils expressed concerns that they do not feel safe, though on further questioning this was more to do with their interpretation of what constitutes an unsafe situation. The school recognises that pupils' cultural development is an area for improvement and is establishing links, both in the United Kingdom and beyond, to widen pupils' awareness of cultures other than their own.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum has been remodelled to present subjects through a topic approach. This has been successful in making it more relevant for pupils, who say they enjoy learning. It has also enabled teachers to plan for pupils to practise their literacy and numeracy skills in other subjects, which is speeding their progress. Teachers use technology, such as interactive whiteboards, well to engage pupils, though some older pupils say that they do not routinely use computers as a learning resource. The pupils appreciate the many trips out of school and the good range of well attended after-school clubs. Good links within the local cluster of schools also enhance learning, giving pupils opportunities to meet with others.

All pupils and their circumstances and needs are extremely well known by staff. This is at the root of the excellent care, guidance and support. Pupils say that they feel comfortable approaching an adult if they have problems. External agencies are used well when necessary and great care is taken to ensure that the school is a safe and secure environment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The headteacher and her new team quickly identified weaknesses and put in place very effective strategies to address these. There is a clear sense of shared enthusiasm to continue the process of improvement, though governors are not yet fully involved in this. The commitment to equality of opportunity is at the heart of the school's work. For instance, regular meetings are held to discuss pupils' progress. These look at each individual and group to ensure that none is in danger of being left behind.

Safeguarding procedures were very thorough at the time of the inspection.. The school has a good understanding of its local context, but recognises that work remains to be done to ensure a greater understanding of the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with levels of skills and knowledge broadly in line with those expected for their age. They make good progress in the Reception class and start in Year 1 with attainment that is above average in almost all areas of learning. Adults work together well as a team and ensure that the individual learning and personal needs of all children are catered for well. Children's own interests are often used as starting points for learning; for instance, they have chosen to have castles as their current topic. However, there are times when children are guided too much without being given

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opportunities for independent learning. They are also sometimes kept for too long on the carpet, when they could be actively learning.

The Early Years Foundation Stage is led well. Good plans are made for learning and adapted well on the basis of the children's success. Resources are plentiful and used well, though there are occasions when too many are available so there is not a clear focus to learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers are very positive about the school and recognise the positive changes since the arrival of the new headteacher and teachers. Comments such as 'My child enjoys school life and has come on in leaps and bounds' and 'I have complete faith and confidence in the headteacher and teachers' were typical. A very small minority of parents and carers expressed some concerns about levels of communication, but this was countered by others who said such things as, 'The headteacher makes an impressive effort to communicate with parents, holding regular sessions at a range of times to suit parents' convenience.' The view of the inspection team is that the school is making strenuous efforts to inform parents and carers and listen to their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haresfield Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	55	23	41	0	0	2	4
The school keeps my child safe	25	45	28	50	3	5	0	0
The school informs me about my child's progress	15	27	29	52	10	18	1	2
My child is making enough progress at this school	27	48	17	30	10	18	1	2
The teaching is good at this school	27	48	23	41	3	5	0	0
The school helps me to support my child's learning	21	38	25	45	8	14	1	2
The school helps my child to have a healthy lifestyle	24	43	25	45	5	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	25	30	54	4	7	1	2
The school meets my child's particular needs	17	30	25	45	8	14	2	4
The school deals effectively with unacceptable behaviour	16	29	27	48	7	13	2	4
The school takes account of my suggestions and concerns	10	18	29	52	12	21	3	5
The school is led and managed effectively	18	32	27	48	8	14	0	0
Overall, I am happy with my child's experience at this school	27	48	23	41	5	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of Haresfield Church of England Primary School, Stonehouse, GL10 3EF

Thank you so much for welcoming us to your school when we visited recently. We thoroughly enjoyed talking to you and looking at your work. Your school has come through difficult times and has improved considerably. It is now a good school and is giving you a good education.

These are some of the best things we found about your school:

- All adults look after you extremely well.
- I was particularly impressed with the assembly led by your new worship group and by the number of you who have organised events to raise money for charities and others.
- You are very good at not missing school and your attendance figures are really high.
- You are making good progress and reaching standards that are above average by the time you leave because you are being taught well.
- You told us that you enjoy learning and this is because interesting things are planned for you.
- You make a good start in the Reception class.
- Your headteacher and teachers have done really well to improve the school in recent times and have good plans to improve it still further.

We have suggested that two things should be improved:

- Accelerate the progress that you are making by setting clear targets for your next steps in learning and checking on your success towards these targets regularly and then setting the next target in the process.
- Ensure that governors draw up an action plan to check thoroughly how well the school is doing and consult and gather the views of your parents, yourselves and the staff.

You can help by asking your teachers for clearer targets and by checking how well you are doing against these targets. Carry on working hard.

Yours sincerely

John Eadie

Lead inspector

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