

The Hendreds Church of England School

Inspection report

Unique Reference Number	123169
Local Authority	Oxfordshire
Inspection number	359377
Inspection dates	9–10 February 2011
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Richard Case
Headteacher	Elizabeth Tansley
Date of previous school inspection	19 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in ten lessons taught by five teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from 58 pupils, 7 staff and 52 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The success of the school's work to accelerate progress and raise achievement in writing.
- Whether the quality of teaching and learning and the rigour and accuracy of assessment is good enough to ensure that boys and more-able pupils are challenged at the right level and make good progress.
- The effectiveness of leaders at all levels in raising achievement and sustaining improvement.

Information about the school

The school is smaller than most primary schools. Almost all of the pupils are of White British heritage. Very few pupils have special educational needs and/or disabilities. Very few of the pupils are known to be eligible for free school meals. Pupils are organised into four classes. Children in the Early Years Foundation Stage are provided for in one Reception class. There is a breakfast and after-school club which is managed by the governing body.

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 provides a good education for its pupils. The good care, guidance and support that permeate the work of the school have created a cohesive community where pupils feel safe, secure and ready to learn. It is reflected in the pupils' good behaviour and above-average attendance. Parents appreciate the school's warm, welcoming, stimulating environment and have very positive views about what the school does for their children. The views of one parent are typical of many, 'My children absolutely love the school and I am extremely happy that they are getting a well-rounded education.'

Under the good leadership of the headteacher, and with the strong backing of members of the governing body, senior leaders and staff have successfully tackled key areas of weakness. Actions taken by members of the governing body have had significant impact on the school's successful work to improve the rate of attendance. As a result, attendance has moved from below average to an above-average rate in a short period of time. Concerted actions to improve the quality of teaching and learning in mathematics have accelerated progress and raised attainment. In two years, results in mathematics at the end of Year 6 have moved from below to above the national average. The majority of the current Year 6 are on track to reach the higher Level 5 in English and mathematics at the end of 2011, although writing is the weaker area. Additional support in reading has closed the learning gap for pupils who were making slow progress and has considerably improved the level of their basic skills. These successful actions to address deficiencies have been based on a clear and accurate review of the school's performance and confirm the school's good capacity to continue improving.

The school recognises that writing is a comparative weakness and should now become the major focus for improvement. When questioned, pupils, particularly boys, say this is the area they like least. They are not particularly inspired to write and to write for a purpose. More-able pupils are not always challenged sufficiently to reach the higher Levels 3 and 5.

Teaching is good overall. Teachers know their pupils well and relationships are strong. Teachers have a good level of subject knowledge and use their specialisms to good effect. However, some lesson plans lack the precision needed to ensure that learning for every group of pupils is challenging and effective throughout the lesson and they do not always identify how pupils are to measure their success in order to improve. Teachers regularly mark pupils' work and sometimes there is a dialogue between pupil and teacher. However, marking does not always tell pupils how they can improve and pupils are not always given time to make those improvements in order to secure good learning. Teachers do not always insist on high standards of presentation. As a result, pupils do not appear to show a pride in their work as it is often badly organised and untidy.

The creative way in which the school day is planned allows all pupils, including those who live some distance from the school, the opportunity to take part in a rich variety of

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extracurricular activities in the school day. In addition, music, drama, French and Latin ensure that pupils have a broad range of experiences that contribute well to their development and well-being.

What does the school need to do to improve further?

- By January 2012, accelerate pupils' progress and raise their attainment in writing by ensuring that:
 - meaningful starting points motivate pupils and enrich their writing
 - there is increased challenge for more-able pupils
 - pupils' handwriting skills are developed.
- By July 2011 improve the consistency of teaching and learning by ensuring that:
 - there is a uniform approach to planning pupils' tasks, defining the challenge for each group and the success criteria by which these can be measured
 - pupils are given precise information on how to improve and time to respond and secure their learning
 - pupils take a pride in the presentation of their work.

Outcomes for individuals and groups of pupils

2

Although starting points vary in relation to the small numbers of pupils in any one year group, pupils make good progress overall. In 2010, pupils in Year 6, who had left Year 2 with a below-average level of attainment, reached broadly average levels in English and above-average levels in mathematics. This year the majority of Year 6 is on track to reach the higher Level 5 in English and mathematics and meet the school's challenging targets. Writing is the weaker area and pupils, particularly boys, are not always motivated to write, preferring a more active style of learning. More-able pupils often say that they are not sufficiently challenged in writing. Pupils' skills in handwriting are not well developed, they show a lack of control and organisation and this has a negative impact on the overall appearance of pupils' work. Pupils with special educational needs and/or disabilities receive good support and make good progress. Teaching assistants are skilled in structuring the small steps that help pupils build on what they have already learnt.

Pupils' learning is secure and the majority confidently discuss their work and articulate their thinking. For example, a group of more-able Year 6 pupils gave a precise account of how they extracted important information in order to solve multiplication problems. They used their good grasp of basic skills and knowledge and understanding of the operations to good effect to enjoy success in finding a solution. Less-able pupils in the same class also demonstrated a good understanding of what they had to do and the methods they would employ. The confidence with which one of these pupils explained the quick way to multiply 28 by seven demonstrated a secure knowledge and understanding of multiplication tables.

Pupils work and play harmoniously and come to school regularly. Behaviour for the vast majority of pupils is good because of the high level of care and guidance. Pupils say there is very little bullying and know that there will always be someone who will listen to them. Pupils are very knowledgeable about how to stay safe and have good understanding of

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how to lead healthy lifestyles. They thoroughly enjoy the many different sporting opportunities and choose to eat healthily. Although there is no school council, pupils are proud of the part that they have played in designing the outside area, and lunchtime buddies enjoy helping younger pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Good relationships and enthusiastic teachers, who have a good level of subject knowledge and know their pupils well, ensure that pupils enjoy their learning. For example, pupils in Years 3 and 4 were keen to take an active part in the fast-moving starter to their mathematics lesson. The teacher's use of extraordinarily large numbers proved to be a successful strategy in helping them remember how to identify an odd or even number. They quickly set about their own tasks to add two odd numbers, two even numbers and an odd and an even number in search of a pattern. When the teacher stopped the class to check on their learning, one more-able pupil demonstrated a good use of new skills and a sense of humour when he gave an example using two large odd numbers to get a very large, odd number, following the teacher's model earlier in the lesson. Although most lessons are matched to the pupils' ability, there are times when more-able pupils are not stretched because planning is not sufficiently precise. Pupils are clear about what they are going to learn because teachers share the objectives with them. However, teachers do not

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always plan what the success criteria shall be and so pupils are not always clear about the measure of their success and what they must do to improve.

The curriculum supports pupils' learning well because it takes pupils' interests into account. It is systematically planned to ensure that there are meaningful links between subjects but also includes the necessary step for progression. The week is carefully organised to ensure that there is a good balance of English, mathematics and science lessons. However, pupils enjoy the benefit of a far wider breadth of opportunity, learning judo, music, drama, Latin and French because time is used creatively. Parents appreciate this and recognise the advantages that this gives their children.

Pupils feel happy and secure because they know that there is a good level of care, guidance and support and that there is always someone there to listen, help or advise. Vulnerable pupils benefit from this nurturing environment, which provides them with effective support, well tailored to their needs. The well-attended breakfast and after-school club is a good and valuable resource enjoyed and appreciated by pupils and parents.

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
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her senior leaders work hard and provide a strong and clear direction. They work together with staff as an effective team to provide a high-quality learning environment. Regular monitoring and evaluation of teaching, together with peer assessment and the sharing of good practice, have created a good professional dialogue and a valuable route for continued improvement. Good relationships with parents and carers support pupils' learning in a highly positive way. The school's performance is monitored and evaluated systematically and used carefully to make effective plans for improvement. Provision to secure equal opportunities and tackle discrimination is good. All teachers are held to account through pupil progress meetings where the school's accurate tracking system highlights any underperformance. Consequently, the school recognises that too few more-able pupils reach the higher Level 3 and Level 5 particularly in writing.

Members of the governing body are well informed and play an influential part in the strategic direction of the school. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. The school's strategy to promote community cohesion has ensured that pupils are beginning to learn about what life is like in Holland. They have learned about life in Uganda from the sculptor who shares his work with the school and

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have heard what happens to the items they collect for him to take on his return. However, the school recognises that not enough has been done to ensure that pupils appreciate and know about the lives of those who live in other parts of the United Kingdom.

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	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills and capabilities expected for their age. They make satisfactory progress to reach the expected levels by the time they enter Year 1. Children settle quickly in the welcoming atmosphere because personal development is good, relationships are strong and children are well cared for. Staff foster positive attitudes to learning and, as a result, children behave well, are confident and sustain their concentration well. However, on the few occasions when they have to listen to the teacher for too long, their attention can wane. Opportunities to link sounds to letters help children to develop their skills in reading and writing, but sometimes this work can be either too hard or too easy for them. They enjoy opportunities that exist for exploration and discovery both in and out of doors. For example, children relished the chance to plant different sorts of vegetables in plant pots outside. They were able to extend their language as they discussed what they might do and the reasons. At other times there are missed opportunities to encourage children to notice and discuss change. Leadership and management are satisfactory and appropriately focused on helping children to develop, promoting their welfare and ensuring that partnerships with parents and safeguarding procedures are good.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

In the above average return, most of the parents and carers who responded to the questionnaire were positive about all aspects of school life. Evidence from the inspection supports parents' and carers' views that their children enjoy school, and that care for their health and safety is good. Parents and carers are very happy with the teaching but a few feel that the school does not inform them of their child's progress. Evidence from the inspection shows that parents and carers have three parent teacher interviews, a termly newsletter with a photographic record of the curricular high points, and, an annual report. Added to this, the school operates an open-door policy with teachers who are very willing to address any concerns. A few parents and carers say that behaviour is not always dealt with effectively. Evidence from the inspection shows behaviour is good. The questionnaires which indicated that parents and carers were unhappy with their child's experience at school related to a number of individual concerns which did not fall into any particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Hendreds 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	52	23	44	1	2	0	0
The school keeps my child safe	30	58	21	40	1	2	0	0
My school informs me about my child's progress	24	46	21	40	7	13	0	0
My child is making enough progress at this school	24	46	25	48	1	2	2	4
The teaching is good at this school	31	60	19	37	1	2	0	0
The school helps me to support my child's learning	24	46	23	44	4	8	1	2
The school helps my child to have a healthy lifestyle	31	60	21	40	0	0	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)	28	54	18	35	2	4	0	0
The school meets my child's particular needs	25	48	23	44	0	0	2	4
The school deals effectively with unacceptable behaviour	20	38	26	50	6	12	0	0
The school takes account of my suggestions and concerns	21	40	25	48	2	4	4	8
The school is led and managed effectively	30	58	18	35	4	8	0	0
Overall, I am happy with my child's experience at this school	30	58	17	33	5	10	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 February 2011

Dear Pupils

Inspection of The Hendreds Church of England School, East Hendred OX12 8JX

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you a good standard of education and there are a lot of things your school does well.

You told us that you enjoy school and that you feel very safe. We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep fit and your healthy lifestyles. We could see that you behave well, get on well with each other and help the school to run smoothly.

Your headteacher and other staff know that there is still work to be done to make the school even better. We have asked them to do two things.

- They should help you to do even better in writing by giving you some exciting experiences to fire your imagination. They should make sure that those of you who find writing easy reach even higher levels and should help you improve your handwriting.
- They should ensure that all teaching is good by helping teachers to organise the way they plan lessons so that you learn more effectively. When teachers mark your books they should give you clear help on how you can improve and time to make that improvement. We would like you to take more pride in the work that you do in your books so that you are always doing the very best you can.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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