

Higham-on-the-Hill Church of England Primary School

Main Street, Higham-on-the-Hill, Nuneaton, CV13 6AJ

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children have a good start to school in the Reception class. Most pupils achieve well in all classes because teaching is consistently good and, on occasions, outstanding.
- Pupils' progress in phonics (the links between letters and sounds) and reading is good and sometimes outstanding.
- Behaviour is good and pupils feel safe because they regard school as one big, happy family.
- The headteacher has created a strong team spirit amongst staff. Previous weaknesses have been resolved and teaching and achievement have improved significantly as a result.
- Governors are keen to help the school to improve. They use their individual expertise well to support staff. Regular visits ensure that they know how effectively the school is tackling its priorities.

It is not yet an outstanding school because

- The quality and quantity of writing varies between classes. Boys' attainment in writing is not as good as that of the girls.
- Planning for children in Reception does not link indoor and outdoor learning skills very well.

Information about this inspection

- The inspector observed all of the teachers in nine lessons. Two were joint observations with the headteacher.
- Meetings were held with the pupil council, the Acting Chair of the Governing Body, and headteacher.
- A discussion took place with a representative of the local authority to assess the support and advice provided for the school.
- There were 21 responses to the online questionnaire (Parent View) by the end of the inspection. The inspector took account of these and also sought the views of parents and carers as they arrived at school with their children.
- The inspector observed the school's work, and looked at a number of documents, including the school's own information on pupils' recent and current progress, planning for school improvement, minutes of governing body meetings and records of checks on teaching and pupils' achievement.
- Records relating to behaviour, attendance and safeguarding were scrutinised.

Inspection team

Joseph Peacock, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a lot smaller than the average-sized primary school but numbers are increasing.
- A small number of pupils from a nearby Missionary Centre regularly attend the school. They come from countries as far apart as the United States of America and Korea. Most are at the early stages of learning to speak English.
- The school teaches children in the Early Years Foundation Stage (Reception) in a mixed-age class with Year 1 pupils. There are two other mixed-age classes. Pupils in Year 4 are taught as a year group every morning then integrated in other classes.
- The proportion of ethnic minority pupils is well below average and few speak English as an additional language. Most of these speak English confidently.
- Very few pupils are known to be eligible for the pupil premium, which is additional funding for children known to be eligible for free school meals, in local authority care, or with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion who are supported at school action plus or who have a statement of special educational needs is well below average.
- There are too few pupils tested at the end of Year 6 to reliably judge whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of any alternative provision for its pupils off site.
- Pupils frequently join or leave the school partway through their primary education.
- The staff turbulence reported previously has ended but one teacher is away on maternity leave.
- A breakfast club, organised and managed privately, is available and there is a privately run pre-school every morning. These are not included in this inspection.

What does the school need to do to improve further?

- Raise attainment in writing by Year 2 and Year 6, especially for boys, by;
 - planning more opportunities for writing in literacy sessions
 - ensuring that tasks are more closely matched to the ability level of pupils in the mixed-age classes
 - providing more opportunities for pupils to write in subjects other than English.
- Ensure that there is a better link between indoor and outdoor learning activities for Reception children in order to give them more opportunities to learn and consolidate new skills.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and understanding below those typical for their age. Personal, social and emotional skills along with physical skills are weaker areas. Most children make good progress and their attainment when they join Year 1 is in line with the level expected in all areas of learning.
- In Reception, children make good progress in learning letters and their sounds (phonics) due to the effective arrangements for the teaching of this key skill. Pupils throughout the school are taught in relatively small groups with others of similar ability, ensuring that learning is relevant to their individual needs.
- Children work well together in Reception, both indoors and out, promoting social skills. All enjoyed the discovery session outdoors listing living and non-living things. 'Wellie Wednesday' sessions are very popular. On these occasions, children use garden areas or the extensive grounds with woodland area and pond beyond their normal learning area to be creative or increase their knowledge of the world. Assessment showed that, last year, skills in these two areas were not as good for some children by the end of Reception.
- The high mobility of pupils, including some who speak English as an additional language, into very small year groups makes overall averages in each subject much less reliable than in other schools. This is reflected in the school's performance data which varies considerably from year to year. Most pupils make good progress in Key Stage 1 and 2 to reach average or above-average standards by the time they leave.
- Attainment and progress in writing, particularly for boys, is not as good as in reading and mathematics. In some classes, there is little difference in teachers' planning for pupils of different abilities in writing tasks. Opportunities are missed to promote and develop writing skills in other subjects. As a result, pupils are not getting enough practice to improve their writing.
- Throughout, pupils make good progress in reading because of the school's strong emphasis on learning phonic skills and encouraging reading. This gives pupils secure strategies for reading and spelling words. Older pupils progress to guided reading sessions instead of phonics when their knowledge is secure. Parents who listen to their children read often are helping to raise standards.
- Standards have risen in mathematics because staff identified this subject as a priority for improvement and their strategies to raise standards have been effective. Attainment is now about the same as it is for English. Tasks are closely matched to the ability of pupils and all, including more-able pupils, do well. In a Year 2 and 3 class, more-able pupils worked independently on a challenging task adding four-figure numbers, for example. Year 4 pupils made outstanding progress when studying equivalent fractions and creating a slide show on computers to explain to others how to work them out.
- The progress of the few disabled pupils and those who have special educational needs is good. The expertise of teachers and learning support assistants, who work closely with individuals in lessons and on occasions individually out of the class, makes sure that all achieve well.
- The effective assessment of pupils' language skills quickly identifies which pupils from minority ethnic backgrounds need extra support to learn to speak English. This includes those who join the school partway through the term from the Missionary Centre. The small class sizes and close

support of staff successfully promotes pupils' understanding and use of English.

- The school uses the small amount of additional funding to provide individual help for the few pupils known to be eligible for the pupil premium. This ensures that they make good progress. National comparisons for their attainment are unreliable, however, because of the very small number of pupils.

The quality of teaching is good

- The small class sizes ensure that pupils receive individual attention from teachers and learning support assistants. Planning tasks in lessons usually takes account of assessment information to match tasks closely to pupils' different ability levels.
- At its best, teaching ensures that learning is challenging and builds successfully on previous knowledge and understanding. Pupils enjoyed planning their own version of a Greek myth and inventing a beast in literacy following a drama session, for example.
- Teachers make frequent and accurate checks on pupils' rates of progress. This is much improved since the previous inspection. Those who are falling behind are quickly identified and supported. Disabled pupils and those who have special educational needs make good progress because their individual learning needs are recognised and catered for in teachers' lesson planning.
- Marking has been improved significantly since the previous inspection. It gives pupils clear guidance on how to improve their work.
- In Reception, the teacher plans work carefully to cover the subject areas in the Early Years Foundation Stage and Key Stage 1. The teaching of phonics is a key strength, enabling all to learn letters and their sounds quickly. Staff are very caring and attentive, ensuring that all children enjoy their time in this class and make good progress. However, new skills being learnt indoors, such as counting or writing, are not routinely linked to outdoor activities. This slows children's progress.
- Some teachers miss opportunities to promote or extend pupils' writing skills in literacy or when planning work in other subjects. The same worksheet or task for everyone means that some find work easy, whilst it is too hard for others. Staff have successfully improved attainment in mathematics and are now turning their attention to improving writing skills.

The behaviour and safety of pupils are good

- Pupils look after one another and are well behaved. All say that they feel safe and that teachers are kind and helpful. 'Teachers are the nicest people. They are really protective' was a typical view of pupils.
 - Pupils enjoy coming to school. As a result, attendance is above average.
 - Parents spoken to during the inspection agree that their children enjoy school. All had positive views and particularly liked the approachability of staff and family atmosphere. 'I'd have to think hard about how it could be better' was a typical view of parents.
 - Taking care of the school chickens, serving on the school council and running a school bank
-

further extend pupils sense of responsibility.

- Pupils are not concerned about bullying. All pupils have a good understanding of different types of bullying, such as making racist comments, name-calling and misuse of mobile phones or emails. 'We quarrel like brothers and sisters but we are one big happy family' explained one pupil. Pupils who do not speak English very well are fully included in playtime activities and language differences are unimportant.
- Behaviour is consistently well managed and any cases of inappropriate behaviour are normally dealt with immediately and effectively by staff. Pupils are encouraged to take responsibility and resolve minor disagreements for themselves. There have been no exclusions in the past two years.

The leadership and management are good

- The effective leadership and management of the headteacher have created a strong team spirit amongst staff. Previous issues such as the deployment of learning support assistants have been successfully tackled. As a result, all groups of pupils are making good progress.
 - The school is too small to have senior staff other than the headteacher. All staff work as a team to check pupils' progress on a regular basis. Any pupils who are falling behind in any subject are identified each term and supported.
 - Teaching is checked in detail through termly lesson observations by all teachers, helping to make sure that it is effective in promoting learning. Following these checks, the quality of teaching in mathematics was made a focus for improvement and has resulted in pupils making better progress and in higher attainment.
 - The leadership and management of provision for disabled pupils and those who have special educational needs are good. Parents and carers are fully informed about progress and involved in regular reviews. Most are pleased with the learning support provided for their children by staff and outside specialists brought in to help.
 - Leaders and the governing body make sure that progression through the pay scale is closely linked to teachers' performance. The *Teachers' Standards* are used effectively to judge the quality of teaching.
 - The local authority provided effective support during the period of turmoil when all but one of the teaching staff changed. Their advice and support improved data analysis, procedures for checking teaching, and the effectiveness of the governing body. The local authority now checks the school's performance each term to see that all groups continue to make good progress.
 - The good range of after-school clubs contribute well to pupils' achievement and to their spiritual, moral, social and cultural development. Religious studies, topics about Africa and well-established links with a school in India give pupils a good understanding of other cultures and faiths.
 - The school fosters good relations with parents and carers. Those who responded to Parent View were very positive about their children's experience of school. All agreed that staff treat every pupil equally, and they appreciate the family atmosphere. Discrimination is not tolerated in any
-

form.

■ **The governance of the school:**

- The governing body frequently undertakes monitoring visits to gather information and help governors find out for themselves how effectively staff are working. Governors know how good teaching is and how the school's performance compares to that of other schools nationally. They are beginning to check much more closely on the school's progress with its identified priorities. The performance of the headteacher and teachers is reviewed annually to help the governing body to determine pay and promotion. Governors are appropriately trained and have a broad spread of relevant skills to support their work. Financial resources are well managed and the impact of pupil premium funding is checked carefully. The governing body has a good knowledge of child protection and safeguarding matters, and all current national requirements relating to employment and safeguarding are met.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120133
Local authority	Leicestershire
Inspection number	401910

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	68
Appropriate authority	The governing body
Acting Chair	Lisa Shepherd
Headteacher	Nicola Walsh
Date of previous school inspection	24 November 2009
Telephone number	01455 212294
Fax number	01455 212294
Email address	office@higham-on-the-hill.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

