

Hennock Community Primary School

Hennock, Newton Abbot, TQ13 9QB

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in mathematics is not good enough. It does not match the good progress made in English.
- Too few more-able pupils reach the higher levels by the end of Year 6 in mathematics because they are not challenged enough with tasks that are correctly matched to their ability and are often too easy.
- Teaching, especially in mathematics, requires improvement because teachers do not always have high enough expectations for what the pupils are able to learn, or make sure that mathematical skills and concepts are fully understood and corrected.
- Behaviour is not good because some pupils are too passive in lessons, especially where teaching is not challenging enough, and do not always show positive attitudes to learning.
- Pupils do not write enough longer pieces of work and teachers are not insisting that they present their work clearly written using the correct spelling and punctuation.
- Plans for what aspects of mathematics should be taught and when they should be taught are not good enough. As a result, pupils do not develop their skills systematically as they learn, limiting their ability to apply their calculation skills in problem-solving activities successfully.
- Middle leaders are not monitoring pupils' work regularly and acting quickly enough to the information they receive about pupils' achievement to bring about improvements.

The school has the following strengths

- Children in the Early Years Foundation Stage make good progress in all areas of learning.
- Pupils feel safe in school, attend regularly and most enjoy their lessons, a view confirmed by parents and carers.
- Pupils' progress in reading is good following a whole-school focus and a successful teaching programme to help them link letters with the sounds they make (phonics).

Information about this inspection

- The inspector visited 11 lessons, observing two teachers and a learning assistant in the Foundation Stage Unit. The headteacher joined the inspector for a number of observations.
- The inspector listened to pupils read and looked at examples of pupils' work to find out how well they learn, including disabled pupils and those who have special educational needs.
- Discussions were held with the headteacher, staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement information and documents relating to the safeguarding of children.
- The inspector took account of the 20 responses to the online Parent View survey and the seven responses to the staff questionnaire during the inspection. A letter from a parent was also received.

Inspection team

John Cavill, Lead inspector

Additional Inspector

Full report

Information about this school

- Hennock is a very small primary school; most children who attend are from within the village.
- Since the previous inspection, the school initially entered into a joint management arrangement with another primary school in Newton Abbot, and in September 2011 federated together to form the Newton and Teign federation. The headteacher and governing body lead both schools.
- Children can now start at the school in the new Nursery provision available for part of the week before they move into the Reception Year within the Early Years Foundation Stage. Children in Reception spend some of their time in the Foundation Stage Unit and the rest within the Key Stage 1 class. The other class contains pupils from across Key Stage 2.
- Almost all pupils are White British, with very few pupils from different ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for those who are looked after by the local authority and for children from armed-service families, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, to at least good overall, to raise achievement in mathematics by ensuring that teachers:
 - plan lessons with tasks that meet the needs of all pupils and challenge them, especially the more able
 - have high expectations of what the pupils are able to learn and increase the pace of learning in lessons to keep pupils engaged
 - check pupils' understanding of mathematical concepts with the use of correct terminology and calculation methods
 - provide more opportunities for pupils to apply calculation skills to problem-solving investigations.
- Raise achievement in writing by:
 - ensuring teachers insist on correct spelling, punctuation and clear, correctly formed handwriting in pupils' work
 - providing more time for pupils to produce longer pieces of work in lessons.
- Improve leadership and management by:
 - ensuring middle leaders check pupils' progress regularly and respond more swiftly to what the data about their achievement show, taking effective actions to improve it
 - providing a better-planned programme of work in mathematics, adding to pupils' mathematical skills systematically as they progress through the school.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' progress in mathematics is not fast enough to result in good achievement. This is as a direct result of the quality of teaching in mathematics, where lessons are not planned well enough to fully meet the needs of all pupils and challenge them to do better. This is especially noticeable for the more-able pupils where some of the work they are given is too easy and is limiting their ability to attain the higher levels.
- Too few pupils exceed the expected rate of progress in mathematics because teaching often lacks pace and the programme of work in mathematics does not systematically develop pupils' mathematical skills as they progress through the school. Consequently, much of the work has to be re-learnt and is limiting pupils' achievement.
- In contrast, progress in English is good. Pupils are provided with appropriate tasks and engage with their learning well. Progress in reading is consistently good due to the whole-school focus on reading and the good-quality phonics teaching that pupils receive. Pupils' attainment in reading is at least average at the end of Key Stage 1 and above average by the time they leave the school in Year 6.
- Progress in writing is not so good. Pupils are not given enough opportunities to develop their extended writing skills, as many tasks require only short written answers. This, along with a lack of attention being paid by teachers to untidy and incorrect work, is limiting pupils' possibility of securing higher levels of attainment.
- When children join the Reception class, and more recently in the Nursery class, their skills and knowledge are generally similar to what would normally be expected for their age. Good-quality teaching and interesting learning activities enable all children to make good progress within the Early Years Foundation Stage.
- By the end of Key Stage 2, pupils typically attain broadly average levels of attainment in English and mathematics.
- The progress of disabled pupils and those who have special educational needs is similar to all other pupils, and in some cases, better.
- Extra staffing, one-to-one tuition, and funding to support pupils being included in all school activities are effective in meeting the needs of pupils entitled to pupil premium funding. As a result, no gap exists between the standards reached by those eligible for the pupil premium and their classmates in English, but a one-term gap in attainment still exists in mathematics.

The quality of teaching requires improvement

- Lesson observations and scrutiny of the work in pupils' books demonstrates that teaching requires improvement. There is not enough consistently good teaching in mathematics, and to a lesser extent in writing, to ensure good achievement over time.
- Teachers do not always have high enough expectations of what pupils are able to learn, and do not check their progress carefully enough. This means that in some lessons, especially in mathematics, a similar task is given to all pupils, and those who find the work easy and finish early are often left with nothing to develop their learning further. In a Key Stage 1 lesson, pupils were required to count on from numbers on a number square to 100. Some pupils demonstrated that they could already count to 100 so lost interest and made no progress.
- Teachers mark pupils' work and provide some 'next steps' to help the pupils to improve their work. Pupils report that this helps them and they have time to make any required alterations. However, teachers are not challenging pupils' work with enough attention to check everything that is incorrect or misunderstood. This is allowing pupils to become lazy and not be concerned about the quality of their work. For example, one Key Stage 2 pupil wrote 'forest' several times as 'forist' even though they had already written it correctly.
- Pupils' books show that they undertake a lot of work to develop their skills in calculation. This is

usually in the form of 'sums' without the connected application of using these skills in problem-solving investigations. This is limiting pupils' access to the higher-level attainment.

- Furthermore, incorrect use of mathematical terminology used by teachers, such as regular and irregular 'square' rather than quadrilateral with Year 4 pupils, leads to confusion and embedded misunderstanding.
- The most effective teaching caters for the needs of all pupils, and uses resources well to promote understanding, allowing pupils to make good progress. For example, developing children's learning in the Early Years Foundation Stage by using sand, water and a toy cement mixer to mix 'cement' and construct walls with large blocks allows them to work together yet individually progress very quickly, both physically and socially.

The behaviour and safety of pupils require improvement

- Pupils' behaviour requires improvement because too many pupils lack the ability to work independently and with sustained concentration, especially in mathematics. This is usually when teaching lacks pace, challenge and where the work is not carefully matched to pupils' needs. Some pupils' poor behaviour, although quickly noticed and challenged by teachers and teaching assistants, is not always corrected quickly enough and can lead to time being lost for the rest of the class.
- Pupils behave well in and around the school. Lunchtimes are orderly and pupils play well with each other, making full use of the good range of activities on offer. They are very considerate of each other, demonstrating their understanding of what is right and wrong.
- Pupils feel safe at school. They know how to keep themselves safe, being aware, for example, of safe internet usage. All parents and carers whose views were gathered during the inspection agree that the school keeps their child safe.
- Pupils have a clear understanding of the different types of bullying, including physical, verbal and cyber-bullying, saying that it rarely happens at their school. They were keen to say that the school was a safe place to be and they knew that adults at the school would quickly sort out any problems pupils might have. School records, which are well kept and carefully analysed, support pupils' views that there is very little bullying.
- The behaviour of children in the Early Years Foundation Stage is good. They are happy, feel secure and demonstrate good attitudes towards their learning. This results in especially good progress being made in their personal, social and emotional development.
- Pupils are keen to take an active role in school life and especially enjoy the role of looking after the chickens. Attendance is well above average and has improved mainly due to the high regard with which parents and carers value the school.

The leadership and management require improvement

- The headteacher and governors have a clear understanding of the issues relating to the quality of teaching and pupils' achievement at the school. However, this is not fully understood by middle leaders who are not checking the progress of pupils carefully enough and taking effective actions to improve their achievement.
- The curriculum in mathematics is not planned well enough to enable pupils to make good progress. It does not build on the mathematical skills year by year, as the school is yet to finalise the sequential order that these skills need to be learnt. Consequently, much of the work pupils are given to complete does not provide enough challenge and limits pupils' progress.
- Leaders have successfully addressed most areas of concern in the previous inspection. However, while the school has improved spelling in the past, teachers are not now challenging this in the pupils' work to maintain previously improved standards in writing.
- The headteacher has managed the performance of teachers well and has challenged them to improve their teaching and leadership responsibilities. Teachers on higher pay have not always

received further pay rises due to a lack of accountability for the achievement of the pupils.

- Leaders and governors have secured and sustained improvements since joining the federation in the achievement in reading, pupils' attendance, and assessment tracking systems to monitor pupil performance, and have led the other federated school to improve from inadequate to good. Joint working and shared leadership ensure that both schools continue to improve. This indicates that there is a capacity to sustain further improvements.
- Leaders share a determination to avoid discrimination and ensure equality of opportunity for all. There is still more to do on this by eliminating differences in achievement between subjects and ensuring the more-able pupils make greater progress.
- Pupils' spiritual, moral, social and cultural development is provided for well through the curriculum and other activities, such as assemblies and visits. Using the school grounds to grow plants and look after chickens helps pupils develop their understanding of their local rural environment while working together developing their social skills.
- The local authority has provided the school with some indirect support through their work with the other school in the federation that was under closer scrutiny. However, they have only provided this school with some light-touch support.
- **The governance of the school:**
 - The governing body has experienced much change since the previous inspection as a result of becoming a federated school. Some governors have had to familiarise themselves with the demands of leading two different schools with increased responsibilities and have been supported through this process with training. Governors have a clear understanding of the need to support the headteacher in her quest to improve and challenge teacher performance in teaching and leadership roles. They ensure that the link between performance and salary progression is managed well. They monitor how well pupils are doing at the school and evaluate the impact of developments within the improvement plan to have maximum impact on the outcomes for pupils and how well their school performs compared with others nationally. They keep a tight check on spending, for example measuring the impact of initiatives when compared to the cost. They have established that current pupil premium spending is effective because it has eliminated the gap between the achievement of pupils entitled to it and of other pupils in the school in English, and are working to reduce the gap in mathematics. Safeguarding requirements 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	113202
Local authority	Devon
Inspection number	413235

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Yvonne Short
Headteacher	Nicola Dunford
Date of previous school inspection	20 March 2008
Telephone number	01626 833233
Fax number	01626 833233
Email address	admin@hennock-primary.devon.sch.uk

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