

Hanborough Manor Church of England Primary School

Rieley Close, Hanborough, Witney, OX29 8DJ

Inspection dates 4–5 July 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.

- The attainment of pupils at the end of Year 2 and Year 6 has risen since the last inspection and is now well-above average.
- Pupils make good progress from their starting points and outstanding progress across Key Stage 2.
- Teachers create a positive climate for learning with lessons that build well on pupils' prior learning and that pupils enjoy.
- Marking has improved and now includes clear guidance for pupils about how to improve; teachers make better use of assessment information and teaching in the Early Years Foundation Stage has also improved.
- The school is a happy, friendly community: pupils and staff interact well, pupils' contributions are celebrated and they behave well.
- The school promotes pupils' spiritual, moral, social and cultural skills effectively through a wide range of in-school, extra-curricular and enrichment activities.
- Reading skills are well promoted with pupils developing good phonic skills and reading habits at a young age.
- Changes to the governing body and their additional training have meant that governors give very effective support to the school, contribute well to its strategic direction and hold senior leaders to account effectively.
- Changes to the school's leadership structure and focused checks on teaching, as well as professional development by a range of providers, have ensured that the quality of teaching and achievement at the school are now good.

It is not yet an outstanding school because:

- Teachers do not always provide pupils with long-term targets or give them opportunities to act on comments in marked work.
 - The pace of learning sometimes slows when lessons are overly directed by teachers or lack sufficient challenge.
- Some targets in the school's action plans are not as challenging as others and they, alongside targets for the performance management of staff, are not always easy to measure.

Information about this inspection

- Inspectors observed teaching in 19 lessons or part lessons over the two-day inspection in all of the school's classes. Some of these observations were conducted jointly with senior leaders.
- Meetings were held with pupils, leaders and managers, members of the governing body and a representative of the local authority.
- Inspectors held informal discussions with parents and carers. They also took account of 47 responses to the Parent View online survey, and 14 questionnaire responses from staff.
- They looked at pupils' work in lessons and also separately. Inspectors heard pupils reading and observed them in class and around the school.
- A wide range of school documentation was considered. This included information relating to: the attainment and progress of pupils and groups of pupils; the performance management of staff; evidence of checks on teaching by the school; external evaluations of the school; the school's website; the school's action plans; minutes from governing body meetings; the school's self-evaluation; behaviour records and safeguarding information.

Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Anna Sketchley

Additional Inspector

Melanie Clapton

Additional Inspector

Full report

Information about this school

- Hanborough Manor Church of England Primary School is smaller than the average-sized primary school.
- The very large majority of pupils are White British, with other pupils coming from a range of minority ethnic backgrounds. There are very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average, and the proportion of pupils supported at school action plus or with a statement of special educational needs is just below average.
- There are very few pupils supported through the pupil premium, which is additional funding for pupils eligible for free school meals, in the care of the local authority or with a parent or carer in the armed services. In this school it applies to pupils who are eligible for free school meals and those with a parent or carer in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The leadership team has been restructured and there have been a number of changes to the governing body, including a change to the Chair of the Governing Body, since the last inspection.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by making sure that:
 - teachers provide pupils with long-term targets to challenge and support them so progress accelerates, particularly for the few pupils eligible for pupil premium funding and a small number of pupils with special educational needs
 - best practice is shared so that pupils are always given an opportunity to act on comments in marked work
 - the pace of learning is always brisk and pupils, particularly the more able, are challenged to reach the highest levels so that all stay focused on their work.
- Raise the quality of leadership and management to outstanding by making sure that:
 - targets in the school development plan are always challenging, identify the personnel responsible for achieving them and have clear time deadlines so that progress, particularly across Key Stage 1, accelerates
 - targets relating to the performance management of staff are more clearly defined and easy to measure.

Inspection judgements

The achievement of pupils

is good

- Attainment at the school has risen. The trend over recent years has been for attainment at the end of Key Stages 1 and 2 to be well above average.
- Children come from a range of pre-school settings and enter Reception with skills which are broadly in line with those expected for their age. Children make good progress from their starting points and enter Key Stage 1 with attainment which is at least in line with and often above average. They make less progress across Key Stage 1 than Key Stage 2 because teachers do not challenge pupils as highly in these years and some targets in the school development plan for this key stage are not as aspirational as for Key Stage 2.
- Most pupils make outstanding progress across Key Stage 2, particularly in English, and many leave with higher than average levels in both English and mathematics. In 2011/12, the school was in the top 3% of schools in the country for its progress across Key Stage 2.
- In 2011/12, the percentage of Year 6 pupils who left with a Level 5 (a higher than expected level) was significantly above the national average. The school's current assessment information indicates that there will be a high number of pupils gaining a Level 5 this year also.
- No pupils gained a Level 6 (one of the highest levels) in 2012. This is because until now, pupils have not been provided with this additional challenge.
- In 2011/12, the very few pupils in Year 6 who spoke English as an additional language and the very few who came from minority ethnic backgrounds made less progress than their peers. Current school data indicate that pupils with English as an additional language are making better progress with some making outstanding progress, as a result of teachers considering their needs well. Occasionally, a very small number of these pupils make less progress than they should, particularly in mathematics. The very few who come from minority ethnic backgrounds now make similar progress to their peers.
- Pupils' performance in the Key Stage 1 phonics (linking sounds and letters) screening check was much better than for other schools nationally in 2011/12. The standard of reading in Key Stage 1 and Key Stage 2 is at least good.
- In 2011/12, the few pupils in Year 6 who had special educational needs made outstanding progress across Key Stage 2, particularly in English. This was as a result of focused and effective support from the school. Current school assessment information indicates that progress for pupils who have special educational needs is not always as consistently good as for other pupils, particularly in mathematics and sometimes reading. This is because teachers do not always consider their needs carefully enough, so pupils are not always offered high quality support in lessons.
- The funding for the very few pupils known to be eligible for the pupil premium is used appropriately to provide, for example, specialist staff for classes and one-to-one support to boost their learning. Gaps in attainment between these pupils and their peers are closing and although occasionally the progress, particularly of pupils known to be eligible for free school meals, is behind that of their peers by up to two terms in English and mathematics, more often than not, by the time they reach Year 6 they make similar or better progress, particularly in mathematics.
- More-able pupils make good progress, particularly in writing, but they do not yet make outstanding progress because sometimes they are not challenged to achieve at the highest levels and the pace of learning occasionally slows for them.

The quality of teaching

is good

- Staff are committed to the school. There is a positive climate for learning. This, and productive working relationships between pupils and teachers, contribute positively to pupils' achievement.
- Good teaching over time ensures that pupils make good progress across the school. Pupils behave well in almost all lessons. They have positive attitudes to learning and as a result, they

achieve well.

- Teachers provide pupils with effective opportunities to consider how they will be successful, to share their learning and to challenge themselves. Where teaching is best, the quality of support offered by all adults is very strong. They question pupils precisely, guiding their learning and deepening their understanding exceptionally well.
- Progress in most lessons is good with teachers giving pupils structured activities that build on their learning well. Occasionally, where teachers do not consider individual pupils' needs carefully enough, or they and other adults over-direct the learning and do not allow pupils to discover things for themselves, pupils make less progress.
- The best teaching uses assessment information extremely well to cater for pupils' individual needs, and to challenge them. This was seen in an excellent English lesson in Year 4 where pupils had long-term targets, had planned a story and knew what they needed to do to succeed and achieve well; as classical music played, they settled to work exceptionally well and got lots of good quality writing done.
- The best teaching also makes learning challenging, active and fun. For example, in an exceptionally well-planned mathematics lesson in Year 3, the teacher provided pupils with a 'bus stop' activity involving a range of fun but meaningful activities linked to equivalent fractions. Pupils worked in groups to solve problems, then moved between each activity, learning quickly as a result.
- Teachers promote pupils' spiritual, moral, social and cultural development well across different subjects. Pupils spoke about opportunities to learn about other cultures and of assemblies led by members of a local church. Work celebrating pupils' achievements is found on walls and pupils have good opportunities to consider spiritual questions deeply including, for example, questions relating to belief in the afterlife in Ancient Egypt and a weekly 'think' activity.
- There is a good culture of reading at the school so that by the time pupils reach Key Stage 2, many are avid readers.
- Teachers mark pupils' work regularly, often giving pupils praise and guidance about how to improve. They do not typically provide them with long-term targets which offer pupils precise advice about how to reach the next level of attainment. While some pupils indicate that they have read teachers' written comments, and a few act on the advice provided, this is not commonplace because teachers do not always provide pupils with time to do this.

The behaviour and safety of pupils are good

- Pupils behave well in almost all lessons. They have positive attitudes to learning and say that they enjoy attending because of the opportunities they are given in school.
- School records of behaviour and responses by pupils and parents and carers indicate that this good behaviour is usual for pupils.
- Behaviour around the school is very good. Almost all pupils are polite and respectful to adults and to each other. Behaviour is not yet outstanding because in lessons where teaching is less strong, pupils do not always behave as well; they fidget and lose focus on tasks.
- Pupils report that they feel safe at school because the school site is secure and the school is a 'supportive community'. They know how to keep themselves safe when travelling to school and older pupils have a clear understanding of how to keep safe when using the internet.
- Pupils understand about different forms of bullying such as physical, verbal, cyber and racist bullying. Although a small number of parents and carers who responded to Parent View indicated that they were not sure that bullying is always dealt with effectively, all pupils and parents and carers spoken to during the inspection reported that any rare instances of bullying are dealt with well and that children feel safe at the school. The school is aware of parents' and carers' perceptions and is seeking to address these.
- Attendance for almost all pupils is in line with the national average. The school has worked hard to improve the attendance of the very few pupils who attend less regularly, with good impact.
- Almost all parents and carers who responded to the online Parent view survey believe that their

children are safe and are happy at the school.

The leadership and management are good

- Leaders and managers have raised the quality of teaching and achievement at the school to good. They have been successful in improving the way that teachers use assessment information and mark pupils' work.
- Senior leaders' checks on the quality of teaching have also improved and now include a wide range of effective activities including lesson observations, work and planning scrutiny, as well as pupil discussions. Leaders identify key priorities for the school and provide relevant professional development for teachers, relating to writing and mathematics. This has helped to improve individual teachers' practice.
- Leaders hold formal meetings with teachers to review pupils' progress, and this is helping them to close gaps in the learning and attainment of the vast majority of pupils. They ensure that pay progression is securely linked to performance.
- While senior leaders provide useful feedback to staff and set them targets for development, these are not always as clearly defined or quantifiable as possible.
- Light touch support from the local authority has helped the school to improve the way in which leaders monitor the work of the school and the provision in the Early Years Foundation Stage.
- The school's self-evaluation is broadly accurate and its development plans identify relevant priorities which are helping to move the school forward. Targets on these plans are not always as challenging as they need to be to promote outstanding progress across all key stages and the personnel responsible as well as time deadlines are not always indicated. This means that progress towards these targets is more difficult to measure.
- Subjects are well planned and organised with a wide range of extra-curricular clubs, educational visits and exciting 'Stepping Stones' days, all of which enhance pupils' experience and enjoyment and promote their spiritual, moral, social and cultural development well.
- The school is a cohesive and friendly community with leaders fostering good relations between pupils and promoting equal opportunities. While there are differences in the achievement of a small number of pupils and their peers, discrimination of any kind is not tolerated at the school.
- The school engages well with parents and carers offering curriculum information and progress evenings, a friendly website, regular newsletters, parent mail and good quality reports.
- **The governance of the school:**
 - The governing body makes good use of individual members' expertise to both support and ask searching questions of the school. Governors are actively involved in the work of the school. As a result of effective training, they have a good understanding of the quality of teaching in the school and how well the school is doing in comparison to others in the country. They challenge the school, for example, about the achievement of more-able pupils, and have a clear oversight of how well teachers are doing and performance management procedures, making sure that pay and salary progression for staff are closely linked to the good achievement of their pupils. The governing body knows what is being done to tackle any underperformance. It oversees the school's finances well, so that, for example, additional staff are employed to accelerate progress for pupils eligible for pupil premium funding. The governing body sees that safeguarding meets requirements and that staff and pupils work in a safe environment.

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	123120
Local authority	Oxfordshire
Inspection number	402135

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	195
Appropriate authority	The governing body
Chair	Martin Barrow-Starkey
Headteacher	Sarah Kerswell
Date of previous school inspection	2–3 December 2009
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