

# East Hanningfield Church of England Primary School

The Tye, East Hanningfield, Chelmsford, CM3 8AE

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Achievement requires improvement because not enough pupils make good progress each year and by the end of Year 6.
- Teaching requires improvement because staff do not always set extra challenges for pupils which motivate them to reach higher levels of skill, and pupils are not encouraged to collect evidence that they have met their targets.
- Staff do not always check effectively part way through the lesson which pupils have not fully understood the task, and they do not always give pupils detailed feedback about how to improve their work.
- Not all staff use the strategies which are discussed at progress meetings to help those pupils who are making slower progress.
- Not all governors understand how to monitor pupils' progress effectively and so they are not always able to challenge leaders.
- Some parents do not receive enough guidance about how to help their children meet their targets in between parents' meetings.
- Leadership requires improvement because, although teaching is monitored regularly and it is improving, leaders do not ensure that staff follow up on their personal targets and present evidence that they have met them.

### The school has the following strengths

- Pupils' behaviour and attitudes to learning are good because staff care and involve them effectively in all school activities.
- Pupils who speak English as an additional language achieve well because staff develop language skills successfully.
- Pupils who have extra pupil-premium funding make good progress and by Years 2 and 6 they all reach expected levels of knowledge.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are proud of many pieces of work they have created linked to topics such as 'animals in danger'.
- Pupils' attendance is above average and punctuality is good because staff watch over pupils' personal development carefully.
- Pupils feel safe in school and older ones look after younger ones successfully.

## Information about this inspection

- The inspector observed eight lessons or parts of lessons taught by five teachers. All of the observations were carried out with the headteacher or the deputy headteacher.
- Discussions were held with senior leaders, the Chair of the Governing Body, the Vice Chair of the Governing Body and three other governors, parents and carers, school staff, pupils and a representative from the local authority.
- The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures. The inspector heard some pupils in Years 1 and 6 read. The inspector scrutinised pupils' work in books for literacy and mathematics in Years 2 and 6.
- The inspector analysed 19 responses to the online Parent View survey. The questionnaires of 24 staff were also taken into account.
- The inspector observed the work of the school and looked at documentation including teachers' planning, the school development plan, documentation tracking pupils' progress, records of the meetings of the governing body and arrangements for managing the performance of staff.

## Inspection team

Jackie Cousins, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This primary school is smaller than average.
- Most pupils are White British. A few are from minority ethnic backgrounds; some of these are learning to speak English as an additional language.
- The proportion of pupils known to be eligible for the extra pupil-premium funding is average. These pupils are those who are known to be eligible for free school meals, in the care of the local authority, or children of parents who are in the armed forces.
- The proportion of disabled pupils and those with 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 below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A new headteacher started at the school in January 2012 and the deputy headteacher started at the school in April 2013.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
  - staff always provide extra challenges in lessons for pupils to work towards which will encourage them to use more complex skills
  - all staff check during the course of the lesson to see which pupils are not meeting the learning objective and that they do so by the end of the lesson
  - feedback to pupils in lessons explains what they have done well and what they could do to improve their work
  - all pupils help to gather evidence that they have met their targets.
- Improve pupils' achievement by making sure that:
  - more pupils make good progress every year
  - meetings to discuss pupils' progress record in detail the strategies that can be used to help pupils make better progress and all staff ensure that they are used effectively.
- Improve the quality of leadership so that it is even more effective by ensuring:
  - all governors ask challenging questions and hold the school to account for pupils' progress and attainment
  - leaders create a simple overview of each year group's attainment and progress and that this is then used regularly by all staff and governors to monitor pupils' achievement
  - parents understand more effectively how they can help their children meet their personal targets in between parents' meetings
  - all leaders assist staff to collect evidence that staff have met their personal targets.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### **The achievement of pupils** requires improvement

- Achievement requires improvement because too few make better than expected progress every year and by Year 6. Attainment has been average for the last three years and results indicate that this year standards remain average in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make variable progress. This is because progress meetings do not record, in full, the strategies which staff could use to increase these pupils' understanding and knowledge and staff do not always use these successfully to help pupils make good progress.
- Pupils in the Reception Year get a sound start to their education and they make adequate progress from expected levels of knowledge on entry to school. Their skills are average in the key areas of learning by the start of Year 1. The school has not always tracked children's progress thoroughly through the year and so one or two children have not made the progress they could. Senior leaders are beginning to use data more carefully to watch children's achievement.
- Pupils in Years 1 and 2 make expected progress, including those from minority ethnic groups, and their attainment in recent years has been average in reading, writing and mathematics. Pupils make sound progress in learning phonics (the sounds which letters make) to help them to read.
- Pupils who speak English as an additional language achieve well because staff ensure that vocabulary and complex ideas are explained in detail. For example, staff explained the meaning of historical terms and words carefully when pupils learnt to analyse objects used by British people and soldiers during the First World War.
- This year, pupils who receive extra pupil-premium funding have made effective progress and all pupils in Years 2 and 6 who receive this funding attained the expected level of skill in reading, writing and mathematics. This is because funding is used effectively to support these pupils' individual needs. Last year, these pupils' attainment in Year 6 was behind the others by two terms in English and three terms in mathematics.

### **The quality of teaching** requires improvement

- Teaching requires improvement because extension activities are not routinely set and used in lessons to challenge pupils and particularly the more-able. This means that not all pupils are making good progress.
- Staff do not always check on pupils' achievement part way through the lesson and note down and support effectively those who are struggling. This means that a few do not develop their key skills effectively by the end of the lesson.
- Although feedback given to pupils orally and in books is encouraging it does not regularly explain to them how they have been successful specifically and how they could develop their work in future. This means that some pupils do not fully understand how to improve their knowledge and understanding.
- The best teaching uses topics which interest pupils. For example, in a good lesson for pupils in

Years 5 and 6, pupils read about a famous person and analysed this text productively to identify the features of a biography because they really wanted to find out about the famous person's life in detail. At the same time, they successfully developed their reading skills and literacy knowledge.

- Practical activities are used well to keep pupils involved in their work. For instance, in a lesson seen with the Reception children, they learnt how to move water from one place to another effectively and count accurately because practical activities and equipment were used creatively.

### **The behaviour and safety of pupils** are good

- Pupils feel safe in school and all parents who responded to the questionnaire agree with this. The pupils know how to keep themselves safe in various situations. They know how to keep themselves safe on the internet because they learn about which details they need to keep private. They also learn successfully about how to keep themselves out of danger when they are near railway lines.
- Pupils get on well together and they share equipment fairly. The older ones enjoy looking after the young ones and this helps new pupils to settle into school life quickly. The senior leaders welcome children of all abilities and backgrounds, and involve them effectively in all school activities.
- Pupils' attendance is above average and punctuality is good because the school works well with parents and any absence is followed up swiftly.
- Bullying is rare and pupils say it is handled carefully and firmly by staff. No pupils have been excluded in recent years. This is because staff manage and guide pupils thoughtfully, especially those who occasionally behave or speak inappropriately.
- Pupils concentrate well in lessons and enjoy many topics. They spoke enthusiastically about topics they liked. For example, one pupil said they enjoyed a project about a famous naval ship because they created interesting pieces of writing about it. Another pupil said they were proud of their space rhymes which they wrote to go with a picture of a rocket.
- Occasionally, opportunities are missed to involve pupils in collecting evidence that they have met their targets. This means that some do not learn about how to evaluate their own work effectively.

### **The leadership and management** requires improvement

- Leadership requires improvement because, although teaching is being monitored and formally observed every three months, leaders do not ensure that staff provide evidence that they have met their personal targets. This means that some staff are not developing new skills successfully or quickly enough.
- Senior leaders produce an overview of pupils' attainment and achievement every term but it is not always simple to understand. This means that some staff and governors are not totally clear which year groups and groups of pupils are doing less well. As a result, they do not always work efficiently to improve the rates of progress of these pupils.
- Parents know they can come in and talk to staff whenever they feel it is necessary. Some said they do not feel well informed about how much progress their children are making in between

parents' meetings. A few said they would like to know more about how to help their children meet their targets.

- The new headteacher and deputy headteacher have quickly established a dedicated team. This senior leadership team has created a clear development plan based on secure observations of the school. The headteacher and deputy headteacher are working carefully to improve pupils' achievement. This year, results in Year 6 have risen a little in reading and writing.
- Training is used thoughtfully to develop staff skills. For example, this year all staff completed courses or training activities which improved the accuracy of their assessments of pupils' knowledge. This training has not had enough time to have a full impact on pupils' achievement.
- An effective range of topics are planned and there is a suitable focus on developing pupils' basic skills. Pupils' school days are enhanced by extra sporting activities as well as trips out and school journeys.
- Pupils are self-confident and they persevere to solve problems because staff promote their spiritual and personal development effectively. They learn about the moral messages in stories because of thoughtful questioning by staff in assemblies.
- Pupils are kept safe because the leadership places a great deal of importance on safeguarding. All staff receive regular training in child protection. All the necessary checks are carried out on staff before they start at the school. A list of the checks made on staff is carefully monitored and updated. Some staff have qualifications in first aid.
- Pupils are treated equally and discrimination is not tolerated by leaders. Pupils' welfare is supported effectively by staff. Vulnerable pupils are cared for successfully. One pupil said, 'Staff comfort pupils when they need it and encourage us well.'
- The local authority keeps in regular contact with the school. Recently, it has worked successfully with the new headteacher to improve the quality of teaching.
- **The governance of the school:**
  - Governors fulfil their legal duties and they support school leaders thoughtfully. They understand the strengths and areas for development of the school. Their understanding and use of data are developing but some do not challenge leaders effectively. This is because they do not always receive information in a simple way which highlights areas of concern for particular groups of pupils. In recent years they have not consistently held the school to account for the quality of teaching. Governors know how weaker teachers have been supported and good ones rewarded. The headteacher's performance is reviewed carefully. Finances are watched over thoughtfully, and governors are clear about how extra pupil-premium funding is used. Safeguarding is given a high priority by governors and so health and safety issues are tackled efficiently.

## 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

<b>Unique reference number</b>	115113
<b>Local authority</b>	Essex
<b>Inspection number</b>	412663

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martyn Gard
<b>Headteacher</b>	Kerry Collins
<b>Date of previous school inspection</b>	23 September 2008
<b>Telephone number</b>	01245 400772
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