

North Hinksey Church of England Primary School

North Hinksey Lane, Botley, Oxfordshire, OX2 0LZ

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils learn well and make good progress throughout the school; they are well prepared for secondary education when they leave the school.
- Disabled pupils and those with special educational needs make good progress.
- Teaching is good. This is because senior leaders provide the teachers with effective guidance on how to improve.
- Pupils' progress in writing is consistently high, due to the frequent opportunities pupils have to practise writing at length.
- Behaviour is good; the pupils are eager to learn and feel part of the school.
- Safety is good; pupils and parents say they feel safe in the school. The school benefits from excellent relationships with, and strong support from, parents.
- Morale amongst staff is high, and they are supportive of the school's leaders.
- The school's leaders have a clear idea of what needs to be done to continue to improve.
- Governors have a good knowledge of the school, and provide clear guidance and challenge.

It is not yet an outstanding school because

- In a few lessons, pupils, especially in the classes for younger pupils, are not focused on their work at all times.
- Those with responsibility for key stages do not always have enough opportunities to check the quality of teaching and how well it helps pupils to learn.

Information about this inspection

- The inspectors observed 12 lessons, with most teachers being observed at least twice. Three lessons were observed jointly with the headteacher or deputy headteacher. The lead inspector and headteacher also made a number of short visits to Key Stage 1 phonics sessions. The inspection included observations of playtime, lunchtime and assembly.
- Inspectors looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and three other members, a representative from the local authority and other members of staff with specific responsibilities.
- The inspectors took account of the 84 responses to the online questionnaire, Parent View, and the 19 responses to the staff questionnaire.
- The inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' progress, planning and monitoring documentation, and records relating to pupils' behaviour, attendance, safeguarding and the performance management of teachers.

Inspection team

John Taylor, Lead inspector

Additional Inspector

David Wolfson

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. There is one Reception class, and one class for each year group in Key Stages 1 and 2.
- The proportion of pupils from a range of minority ethnic backgrounds is below average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for looked after children, pupils known to be eligible for free school meals and service children, is very low.
- 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?

- Increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises, by:
 - making sure teachers have opportunities to observe outstanding teaching
 - ensuring that pupils are fully focused on their work, particularly in the classes for younger pupils
 - ensuring all pupils accurately repeat the correct sounds in their phonics lessons.
- Improve the middle leadership of the school, and particularly the leadership of Key Stage 1, in order to accelerate progress in Years 1 and 2, by:
 - ensuring experienced leaders provide closer guidance and support to middle leaders
 - providing more opportunities for middle leaders to monitor the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Pupils learn well. They make good progress throughout the school and are well prepared for secondary education when they leave the school.
- Progress in the Early Years Foundation Stage is good, because of the well organised and structured support given to the children.
- School records and inspectors' scrutiny of pupils' work show that progress in Key Stage 2 is good, and stronger than in Key Stage 1, due to the higher quality of teaching and leadership.
- Disabled pupils and those with special educational needs do as well as other pupils. This is because of the good support they are given and the accurate and detailed monitoring of their progress.
- The more able pupils make good progress and attain high standards, especially in mathematics and writing, due to the appropriately challenging work they are given and their excellent attitudes to learning.
- In reading the very small number of pupils benefiting from the pupil premium were at the same level as most other pupils in the school. In writing they were about four months behind, and in mathematics they were about nine months behind. The school has taken action to tackle this, providing a range of support which reflects its strong commitment to promoting equality of opportunity. There is evidence that this has been effective at improving the pace of learning for a minority of these pupils, and the gap is now narrowing.
- Boys' achievement is better than girls', especially in writing and mathematics. Inspection evidence shows that the action that the school is taking to address this is having an impact, especially in mathematics.
- The teaching of phonics (letters and the sounds they make) does not ensure that pupils acquire essential basic reading skills quickly enough, at an early age. This is because they are not taught to repeat the correct sounds. As a result, a lower proportion of pupils than the national average reached or exceeded the expected level of attainment in the phonics reading check at the end of Year 1. The vast majority of the pupils reached the expected level in the following term. At the end of Year 2, pupils are at an above average level in reading and writing. By Year 6, virtually all pupils show enjoyment in reading a wide range of books for pleasure.
- Most parents believe their child is making good progress at this school.

The quality of teaching is good

- As a result of good teaching pupils are keen and very willing to learn. They enjoy their lessons and are well supported by teachers' high expectations and thorough planning.
- Most of the work set by teachers provides appropriate challenge for most pupils. This enables the pupils to make good progress. In a small minority of lessons pupils are not always kept well focussed on what they have to do and this restricts progress rates.
- In the Foundation Stage, phonics is well taught. The children work well in small structured groups, on activities built on their previous learning. However, not all pupils accurately use the phonic approach to sounding out words.
- Pupils are increasingly aware of the current standard of their work because the accuracy of teachers' monitoring of pupils' work has improved.
- Marking is regular and consistently used to reinforce learning and gives some help to pupils by showing them how to improve. Pupils are not consistently responding to the teachers' comments and suggestions.
- The use of teaching assistants, in the lessons and in small groups, is effective at making sure pupils make good progress seen, especially in Key Stage 2.
- There are many opportunities for pupils to develop literacy skills through extended writing in a

wide range of subjects. Inspectors observed a Big Write session where pupils focused for some time on writing a longer piece of work. These opportunities have helped the pupils make good progress in writing.

The behaviour and safety of pupils are good

- Behaviour of the pupils is good; it is well monitored and managed, so that children know their boundaries. Pupils consistently have a good attitude to learning and work cooperatively in lessons.
- Incidents of bullying and inappropriate behaviour are very rare and on the rare occasions that they occur they are effectively dealt with by the school.
- Around the school, and in the playground, pupils are very courteous and considerate to other pupils and adults.
- The school's work to keep pupils safe and secure is good. The pupils, staff and parents all say they feel the school is a safe place and behaviour is well managed.
- The support for vulnerable pupils is good, their progress is carefully monitored and this enables them to make good progress.
- There have been no exclusions in recent years, attendance has been consistently high and the pupils are punctual.
- In the Early Years Foundation Stage, the carefully managed spaces are safe for the children to work and to play in. Children are used to good patterns of behaviour and they move swiftly and with enthusiasm from activity to activity.

The leadership and management are good

- School leaders have a good knowledge of the school and the individual pupils. They are accurate and honest about the school's strengths and weaknesses. This is the basis of a sound development plan, with appropriately monitored actions.
- Improvements in the pupils' achievement have been driven by the school leaders, resulting from clearly focused support and challenge from the strong and knowledgeable governing body.
- The improving accuracy of teachers' assessment, the rigorous, accurate and honest self-evaluation of the school, and the beneficial involvement in a partnership with other local schools all demonstrate the school has capacity to improve.
- The quality of teaching is accurately monitored and senior leaders give clear and useful feedback when telling teachers how to improve. They have created a calm atmosphere where the pupils are eager to learn. Not all teachers have the opportunity to observe outstanding teaching which limits their opportunities to benefit from the high quality already on offer in the school.
- There is a robust system for managing teachers' performance. Setting targets for teachers, to improve their work, has been clearly linked to pupils' learning. There is evidence that underperformance has been tackled. There is an appropriate link between teachers' performance and their salaries.
- The local authority has monitored the school's performance in recent years and has provided appropriate support to staff and governors. The school has bought in additional support where it has seen fit.
- The school's broad curriculum is strong. It is firmly based on the school's ethos and a series of agreed skills such as 'use experience' or 'generate ideas'. Topics, such as 'space', incorporate these themes and allow the teachers to plan work linking many subjects together. Opportunities to use literacy and numeracy skills across the curriculum are often exploited.
- The leadership of the Early Years Foundation Stage and Key Stage 1 is not as strong as in Key Stage 2; although children make good progress in all areas, some of their learning has been not as fast as it could have been.
- The primary school sport funding is used well to hire specialist sports coaches who run sessions

during the school day focusing on gymnastics and swimming. It is also used to train some of the staff in sports coaching, with the aim of increasing the number of pupils taking part in competitive games and increasing the health and well-being of the pupils.

- A wide range of trips and visits is provided to support the cultural and spiritual development of the pupils. These include trips to museums and a variety of different places of worship. The moral focus is linked closely to the expectation that pupils and teachers are part of a shared community. A pupil said, 'People are willing to learn and willing to be your friend, no-one gets left out.'

■ **The governance of the school:**

- Governance is strong. The governors have a very good knowledge of the school's strengths and weaknesses. They demand assessment information is presented in a way they can easily understand, and use this as a basis to challenge the school about its performance. They visit the school to check the information they receive is accurate. Governors have an accurate knowledge of the quality of teaching and how underperformance has been tackled. They know that teachers' performance is linked to pay. They are aware of how the pupil premium funding is spent and its impact on eligible pupils' achievement. They rigorously and frequently check the school's finances.

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	123156
Local authority	Oxfordshire
Inspection number	431434

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	200
Appropriate authority	The governing body
Chair	Mr Keith Elmitt
Headteacher	Mrs Sally Wheatley
Date of previous school inspection	1–2 April 2009
Telephone number	01865 248626
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