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13 March 2014

Annette Crewe  
Headteacher  
Hagbourne Church of England Primary School  
Main Street  
East Hagbourne  
Didcot  
Oxfordshire  
OX11 9LR

Dear Mrs Crewe

### **Requires improvement: monitoring inspection visit to Hagbourne Church of England Primary School**

Following my visit to your school on 13 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2013. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with you, other senior and middle leaders, a group of pupils, the Chair of the Governing Body and one other governor, and a representative from the local authority. We observed teaching in every class. I analysed pupils' work and teachers' marking. I scrutinised a range of the school's documentation including information about pupils' current achievement.

#### **Context**

Two teachers and two governors have left since the last monitoring inspection.

## **Main findings**

Pupils' progress is accelerating at the right rate because of the headteacher's determined drive to improve teaching. She is ably supported by the deputy headteacher. Year 2 and Year 6 pupils are firmly on track to make good progress by the end of Key Stage 1 and Key Stage 2 respectively. Overall, pupils are making more rapid progress in all year groups, although a minority of pupils known to be eligible for the pupil premium and some disabled pupils and those with special educational needs are making slower progress. Leaders use comprehensive data to track pupils' achievement and make sure pupils get extra help when they need it. Leaders' checks on teachers' performance are robust, regular and accurate. Teachers are held to account for pupils' achievement and are expected to make rapid improvements when necessary. All leaders are now making an important contribution to monitoring and improving teaching through providing training for teachers, improving teachers' lesson planning and checking that the work teachers set pupils is hard enough.

The proportion of teaching that is good or better is steadily growing. Pupils now know what they need to do to succeed in lessons and the level of challenge they receive is improving. Pupils' work in mathematics shows a good balance between calculation and solving problems. Early reading skills are now being taught more effectively. Pupils are given far more opportunities to write at length and they are becoming industrious and enthusiastic writers. However, teachers' high expectations of pupils' writing are not yet consistently maintained in subjects across the curriculum. Teachers mark pupils' work regularly, giving pupils useful feedback about what they need to improve. However, pupils do not always have enough opportunities to make these improvements, especially in mathematics. Teachers do not yet provide enough specific extra help in lessons for pupils known to be eligible for the pupil premium. The effectiveness of teaching assistants' support for individuals and groups of pupils, particularly disabled pupils and those with special educational needs, is too variable.

Governors monitor and evaluate improvements effectively, and they have much clearer knowledge of the strengths and weaknesses of the school. They regularly probe detailed data about pupils' achievement and visit the school to collect their own evidence about the impact of leaders' actions. Consequently, the level of challenge governors offer leaders is improving rapidly.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The local authority and the diocese work together to regularly monitor and evaluate the progress the school is making. They challenge and support school leaders effectively which is contributing to the school's good progress. Additional support for mathematics and the Early Years Foundation Stage provided by the local authority has had a positive impact on the quality of teaching in those areas.

The school's partnership with two local good schools, Long Wittenham Church of England Primary School and Northbourne Church of England Primary School, is flourishing. For example, teachers from the three schools have worked together to ensure that their assessments of pupils' achievement are accurate. Also, leaders have supported the development of robust systems to check on the quality of teaching.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Oxfordshire and the Diocese of Oxford.

Yours sincerely

Matthew Haynes  
**Her Majesty's Inspector**