

Henley Primary School

Ashbocking Road, Henley, Ipswich, IP6 0QX

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' attainment is above average in all subjects by the end of Year 6. Pupils in all year groups make rapid progress in reading, writing and mathematics.
- Excellent teaching is inspiring pupils to achieve their best. Pupils enjoy learning and they learn very well.
- Pupils who receive extra support through additional government funding make the same rapid progress as their classmates. These pupils achieve exceptionally well.
- Teachers regularly and accurately assess pupils' work. Pupils know what they need to do to improve.
- Pupils' behaviour is impeccable. They have excellent manners. The school is an oasis of calm where everyone feels valued.
- Pupils feel totally safe at school; a view that is strongly supported by their parents.
- Pupils have access to a wide range of exciting learning topics and themes. They greatly enjoy the subjects they study. The school places a strong focus on pupils' spiritual, moral, social and cultural development.
- The headteacher is relentless in her drive to bring about lasting improvements to the school. In this endeavour, she is ably supported by a very strong team, which includes the governing body.
- Leaders have used performance management procedures exceptionally well to bring about significant improvements in teaching and achievement since the school was last inspected.
- The effectiveness of the early years is outstanding. Children are very well prepared for the next stage in their learning.

Information about this inspection

- The inspector observed 10 lessons. Four of these were observed jointly with the headteacher. In addition, shorter visits were made to a number of small-group work sessions in reading, writing and mathematics.
- Observations were made of the teaching of phonics (letters and the sounds they represent). Pupils in Year 2, Year 4 and Year 6 read to the inspector in the school library.
- Time was set aside to talk to pupils during lessons, during lunch and at playtimes. One group of pupils discussed their views about the school; another group explained how their work is marked and how they respond to this marking.
- An additional scrutiny of pupils' English and mathematics books was undertaken to establish the quality of their work.
- Meetings were held with the headteacher, the Early Years Foundation Stage leader, the Chair and Vice-Chair of the Governing Body, and a representative of the local authority.
- The inspector looked at a range of school documentation. This included the school's self-evaluation and improvement plans, minutes of governing body meetings, records of lesson observations, the management of staff performance, information on pupils' progress and records relating to behaviour, attendance and safeguarding.
- Account was taken of the 34 responses to the online questionnaire Parent View. Questionnaires were returned by 17 members of staff. Their views were also considered.

Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Full report

Information about this school

- Henley Primary School is smaller than the average-sized primary school.
- There are just four classes. All pupils are taught in mixed-age groups.
- Nearly all pupils are White British.
- The proportion of pupils eligible for the pupil premium is well below average, at around 7%. This premium is additional government funding which supports pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those with special educational needs is around 22%. This is above average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The headteacher is seconded one day a week as part of the 'Suffolk Learning Partnership'. This is to provide support to a range of local schools.

What does the school need to do to improve further?

- Ensure that the most able pupils are always given suitably demanding tasks so that all reach the highest levels of attainment possible.

Inspection judgements

The leadership and management are outstanding

- The headteacher is an inspirational leader. She has the support of a very strong team, including governors and teachers with responsibility for subjects and the early years. Together they have the expertise and determination to drive the school forward and to ensure all pupils achieve the highest possible levels of success.
- Improvements made since the last school inspection are evident in all key stages. In 2014, pupils in all year groups made rapid progress in reading, writing and mathematics.
- The management of teachers' performance is extremely rigorous. Teachers receive focused support to help them improve their skills and to learn from each through shared observations of teaching. Consequently, teaching is consistently at least good, with much that is outstanding. Teachers say they feel well supported.
- Careful tracking of pupils' progress ensures that effective support is quickly provided for any pupil at risk of falling behind. All pupils are given an opportunity to look at their own school data and to discuss their work and progress with the headteacher. One pupil said to the inspector, 'I had no idea I was falling behind in writing. I'm now trying much harder.' Teachers' accurate analyses of pupils' progress helps them to set increasingly challenging targets, especially for the most-able pupils.
- Pupils are excited by the subjects they study at school, most particularly philosophy. In this subject, they have excellent opportunities to consider and discuss serious issues that affect their lives. The varied and broad school curriculum is enhanced through regular trips and visits. It supports pupils' spiritual, moral, social and cultural development exceptionally well. The school prepares pupils very well for life in modern Britain.
- Pupils' behaviour is outstanding. The curriculum emphasises respect and tolerance and ensures that all pupils have equal access to learning and are safe from any forms of bullying or discrimination. Safeguarding requirements are met in full.
- The school makes excellent use of the pupil premium funding to support disadvantaged pupils. Thanks to the tailored support they receive, these pupils make rapid progress and achieve as well as their peers.
- The additional primary sports premium has been used effectively to provide expert coaching for staff and pupils, as well as to widen the range of sports on offer. All pupils take part in regular exercise and general levels of fitness have improved.
- During the inspection, the school hosted the first of their new style 'parents' consultation days'. Attendance was high and feedback was positive. The overwhelming majority of parents say they would recommend this school to others.
- The local authority has helped the school to develop links with other schools and to share their expertise more widely. The headteacher is already working in this capacity. The Early Years Foundation Stage leader has also been recognised as an expert in her field.
- **The governance of the school:**
 - The governing body is highly effective. Governors ensure that the school improves and that development plans remain sharply focused on pupils' achievement. As regular visitors to the school, and through discussions they have with staff, parents and pupils, governors are highly knowledgeable about the quality of teaching. They check very carefully that all the performance data they receive is accurate.
 - Governors ensure that teachers' pay is linked to their performance. They set challenging targets for the headteacher and ensure that the same is true for all other teachers at the school.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils are friendly, polite and helpful. They look out for each other to ensure that everyone remains safe and happy. Children joining Reception settle quickly into the school's orderly routines because older pupils take special care to look after them during lunch and at playtimes.
- Pupils are very proud of their school. They are, at all times, respectful, have impeccable manners and enjoy excellent relationships with the staff who teach them. Pupils participate readily in all activities and with great enthusiasm. There are no idle moments in this school. At all times of the day, pupils remain busy and engaged.
- Pupils arrive in class promptly each morning. They settle to work quickly and without a fuss. There are no interruptions to learning because all pupils want to learn and strive to achieve their best. In every classroom, and at all times of the day, the atmosphere in lessons is calm and purposeful.
- Pupils think carefully about the questions they are asked in class. They enjoy these opportunities to engage in meaningful discussions. In one example seen, pupils in Years 5 and 6 talked about super-heroes. They concentrated well and listened carefully to everyone before giving their considered responses.
- Presentation of all written work is immaculate. Pupils take great pride in ensuring the correct use of spelling, punctuation and grammar. They regularly review their work and respond immediately to all corrections indicated by the teacher.
- Pupils are keen to play their part in the leadership of the school. They have many opportunities to do so. There is a very active school council and special helpers at playtime and during after-school clubs. Pupils are especially proud of their roles as sports leaders. They told the inspector that the training was rigorous but important. Achieving this award, they say, has enabled them not just to improve their own sports skills but to help other pupils to do the same. The school librarians are most enthusiastic. These pupils take full responsibility for running the school library.
- Pupils' rates of attendance are above average and punctuality is good. This is because pupils enjoy school and understand clearly how regular attendance helps them to achieve success. Staff are quick to contact home if anyone is absent from school. Certificates that celebrate good attendance and punctuality are highly prized.
- There have been no exclusions in the last five years.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff and governors ensure that all safeguarding procedures meet requirements. The site is secure and all visitors to the school are carefully checked on arrival. Appointments to the school staff comply with 'safer recruitment' procedures. Risk assessments of all activities are rigorous.
- Pupils say they feel very safe in school. They understand and, at all times, uphold the school rules. They make sure everyone does the same. At playtime, they explained to the inspector which areas were limited to the ball games to avoid being hurt. Older pupils look out for younger pupils and there is high staff visibility at all times of the day.
- Parents and carers have every confidence their children are safe, both in school and on trips and visits.
- Incidents of any form of bullying or unkind behaviour are extremely rare. Pupils say they receive good advice and training in how to keep themselves safe from harm; for example, when using the internet or when travelling to and from school.
- Parents receive good advice on all matters relating to health and safety via the school website.

The quality of teaching is outstanding

- Thanks to high-quality teaching, all pupils across the school sustain excellent progress over time. Consequently, they achieve exceptionally well. Teachers and support staff track each pupil's progress carefully. They are quick to spot where any pupil is at risk of falling behind and adapt their lessons appropriately.
- Teachers use their excellent subject knowledge to plan memorable learning experiences which challenge pupils effectively. Pupils enjoy the subjects they learn at school. They particularly like philosophy and the opportunities they have to ask and answer questions that make them think. Pupils say this helps them to learn well. In one Year 3/4 English lesson, pupils worked effectively in pairs asking challenging questions to check their understanding of each other's first drafts of character descriptions. The final pieces completed were very detailed, accurate and highly imaginative.
- Teaching assistants make a strong contribution to the learning and progress of disabled pupils, those who have special educational needs and those who find learning more difficult. All support given, both in and out of the classroom, is planned carefully. This, together with regular checks on pupils' progress, ensures that all support given is highly effective. Consequently, these pupils make outstanding progress.
- The teaching of reading, writing and mathematics is outstanding. There is a strong emphasis on using and applying these key skills in all subjects. For example, in a Year 5/6 mathematics lesson on data handling, pupils linked this back to work they had done in a science lesson when recording their results on a graph. All written work and in all subjects, is carefully completed and to a high standard of accuracy. Pupils enjoy reading and do so well. Many of the additional fiction books now available in the library are pupils' personal donations of their favourite storybooks.
- The marking of pupils' work is detailed and helpful. Pupils discussed this with the inspector. They understand the advice they are given as well as the assessment processes teachers use. Pupils shared examples of how they respond to marking. They understand fully how to improve their work and they do so as a matter of course.
- Teachers set homework tasks regularly. Pupils value this extra learning opportunity and say it is important. Homework clubs, before and after school, are well attended. Parents and carers support this school initiative.
- Reading, writing and mathematics are taught extremely well across the school. Pupils have frequent opportunities to use and apply these skills across different subjects. Pupils are articulate and speak with confidence.
- The school has recognised that, just occasionally, the most-able pupils have not been sufficiently challenged. There is a strong emphasis now on expecting more from these pupils. Success in this endeavour can be seen in pupils' books and in school records. These show clearly that increasing numbers of pupils are now working at standards which are well above those expected for their age.

The achievement of pupils is outstanding

- Achievement across the school for all pupils, including the most able, is outstanding. Consistently good and better teaching, together with carefully targeted support, ensures that all pupils make rapid progress from their different starting points.
- Children start in Reception with skills and abilities which are generally typical for their age. Routines and expectations are quickly established. This helps children to settle well and to make a good start to their learning. Children get on well with each other and with their teacher. As a result, they make rapid progress and achieve a good level of development by the end of the Reception Year. Special attention to the early development of reading, writing and mathematics skills ensures that children are ready to face the challenge of Year 1.

- Pupils enjoy reading and do so well. Across the school, they make good use of reading materials to support their learning and to aid their personal research. The proportion of pupils achieving the standard expected in the phonics screening check by the end of Year 1 has been above average in each of the last three years.
- Excellent progress continues throughout Key Stage 1. Unvalidated data in 2014 indicate standards at the end of Year 2 have risen markedly in reading, writing and mathematics. Standards achieved are also notably higher than at the time of the last school inspection. The proportion of pupils achieving the higher Level 3 has also increased in all three subjects.
- More rapid pupil progress in Key Stage 2 in reading, writing and mathematics is also evident in the school's national test results in 2014. A much higher proportion of pupils are now achieving Levels 5 and 6 in writing and mathematics.
- Current school data and work seen in pupils' books provide good evidence that standards across the school continue to rise. Pupils in Year 2 and Year 6 are all on track to match or exceed the very challenging targets they have been set for 2015.
- The school makes good use of funding available to support all disadvantaged pupils. Because the number of disadvantaged pupils in Year 6 last year was very small, it is not possible to comment on their attainment without risk of identifying individuals as numbers. However, there is no difference between the progress of disadvantaged pupils and other pupils in the school. School information and inspection evidence confirm that the progress made by disadvantaged pupils is excellent.
- Disabled pupils and those who have special educational needs make outstanding progress. The school has a very good understanding of pupils' individual learning needs. The support they receive is targeted carefully to ensure that they achieve their best. Pupils, parents and carers are very positive about this aspect of the school's work.
- Almost all of the most able pupils achieve exceptionally well. They are highly motivated by the challenges they are set and they strive to reach ambitious targets. Pupils were keen to show the inspector their work in mathematics and the exceptionally high levels they are now achieving. This same level of personal endeavour is also evident in pupils' written work in all subjects. The school recognises that an even sharper focus on the progress that these pupils make will enable more of them to reach even higher standards.

The early years provision

is outstanding

- Children start at the school with skills and abilities that are typical for their age, although relatively lower in self-confidence and personal awareness; listening and attention. Year 1 pupils, who share the class with Reception children, are very good role models. They take special care of their new friends. This helps the Reception children to settle quickly, to understand what is expected of them and to learn to share with others.
- Routines are established quickly and learning moves forward at a fast pace. Children in the Reception Year are happy and remain productive throughout the school day. All teaching areas are highly stimulating environments. Bright and colourful displays of children's work celebrate their success. All planned and free-choice activities are linked to the things children most like to do. All activities lead to exciting opportunities to learn and explore.
- Teachers take special care to engage all families with their children's learning. This journey begins when parents receive their special 'summer holiday book'. Photographs these books contain, taken during children's initial visits to Reception, show children at work and at play. This helps parents to talk with their children about starting school for the first time, and for children to feel more secure and confident. Parents appreciate the on-going very good additional advice they receive, especially in supporting their children with reading, writing and mathematics and with other home learning activities.

- Close partnership working with all pre-school providers enables the school makes accurate judgements about each child's precise starting points. As a result, teaching is pitched at exactly the right level and any extra necessary support is put into place promptly. This ensures that every child makes outstanding progress.
- Assessments of what children can do are rigorous. Children, including those for whom the school receives additional funding, make rapid progress. The proportion of children reaching and the proportion exceeding a good level of development by the end of Reception were well above the national average in 2014 and represented a further improvement on 2013. All children leave the Reception Year ready to start Year 1.
- Behaviour in Reception is outstanding. Children get on very well with each other and with the adults who teach them. They quickly learn the consequences of wrong or unkind behaviour. Children listen carefully in class and concentrate well. They follow all instructions immediately. All children help to keep their learning space tidy. They hang up their coats and put equipment away before moving on to new activities.
- Leadership and management of the early years are outstanding. The early years leader ensures that all staff work together as a cohesive team, make accurate assessments and take their full part in ensuring all children's safety and well-being. Links with other local schools are well developed and provide additional opportunities for all staff to enhance their teaching through observing best practice and sharing their skills with others.

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	124587
Local authority	Suffolk
Inspection number	448551

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Toby Slater Robins
Headteacher	Ann Waters
Date of previous school inspection	24 November 2009
Telephone number	01473 831556
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