

Hennock Community Primary School

Hennock, Newton Abbot, Devon, TQ13 9QB

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Requires improvements	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, strongly supported by governors and subject leaders, has ensured teaching and achievement have improved since the previous inspection.
- The good quality teaching leads to pupils' improved achievement. Teachers skilfully use questioning in ways which enable pupils to think deeply about their learning.
- Governors know their school well and are fully involved in checking all aspects of its performance. They hold staff to account so that the quality of teaching and pupils' achievement continue to improve.
- Children get off to a good start in the early years provision. They make good progress because of the effective work by all adults in developing their basic skills through activities which capture children's imagination.
- Pupils' behaviour is good. They actively engage in their learning and work hard. Pupils feel safe and secure because of the school's effective safeguarding arrangements.
- Pupils make good progress and achieve well. This is now especially so in mathematics, a key area for improvement in the previous inspection.
- The school promotes pupils' spiritual, moral, social and cultural development in ways which ensure they are prepared well for life in modern Britain.

It is not yet an outstanding school because

- Pupils do not consistently use grammar accurately when writing in all subjects.
- Pupils are not always clear what they have to do to achieve even higher standards in their work.

Information about this inspection

- The inspector observed learning in six lessons, of which four were seen jointly with the headteacher. The inspector listened to pupils read and looked at their work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors and with subject leaders. A telephone conversation took place with a representative from the local authority.
- The inspector reviewed a range of documentation including, for example, that related to safeguarding, behaviour, and checks on pupils' attainment and progress.
- The inspector took account of the 24 responses by parents to the online questionnaire (Parent View) and six staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- In the early years provision there are two separate daily sessions in the Nursery across three days, and one full-time Reception class, which also includes pupils from Years 1 and 2.
- All other pupils are taught in one mixed-age class: Years 3, 4, 5 and 6.
- The large majority of pupils are of White British heritage.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs is higher than found in other schools.
- The proportion of pupils supported by the pupil premium funding is average. This additional government funding is used to support pupils known to be eligible for free school meals and children who are looked after. However, there were few of these disadvantaged pupils in Year 6 in 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is led by the headteacher, who has a strategic role in the Newton and Teign Federation which includes this school and one other. This other school was inspected separately, at the same time, by another lead inspector.

What does the school need to do to improve further?

- Raise pupils' achievement even further by ensuring teachers:
 - enable pupils to use grammar accurately in all their subjects
 - develop pupils' understanding of how to become more successful in their learning in ways which enable them to achieve even higher standards.

Inspection judgements

The leadership and management are good

- As a result of effective actions taken by the headteacher, there has been consistent improvement in the quality of teaching and pupils' achievement and behaviour. Well-targeted planning and the work of all staff have improved weaker areas identified in the previous inspection. Consequently, the school is well placed to improve further.
 - The systematic programme for checking how well pupils are doing is addressing previous gaps in pupils' knowledge and understanding. All staff act effectively to ensure pupils are making good progress as they move through the school.
 - The headteacher has dealt with weak teaching so that it is now consistently good or better. Staff have a range of opportunities to improve their practice. Procedures ensure they achieve their targets and that their success is rewarded appropriately as they move through salary and career pathways.
 - Subject leaders support school development well. Concerns raised by the previous inspection regarding the provision for mathematics have been addressed. Programmes of work now ensure pupils build on their understanding in ways that enhance their mastery of skills as they move through the school. English too is equally well led so that improvements in achievement are being sustained.
 - The school's planning for how subjects are taught effectively meets pupils' needs and serves to engage them. Links are made between subjects such as science and literacy to enhance pupils' progress. However, pupils are not consistently required to use grammar accurately when writing in all subjects. A range of topics, such as exploring British fashion or local tourism and farming, serve to widen pupils' learning experience. Homework is planned effectively to extend learning beyond the classroom.
 - Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have opportunities to reflect and discuss how they are learning. They consider issues around sustainability, for example, by visiting the Eden Project. They talk about democracy and politics and their role as citizens. As a result, pupils' appreciation of what it means to be 'British' is enhanced and they are well prepared for life in modern Britain.
 - All staff make every effort to provide equality of opportunity by promoting positive relationships and preventing discrimination. The special educational needs coordinator effectively maps tailored programmes of support and guidance, working closely with parents, so that pupils who have particular learning needs do as well as their classmates.
 - The additional government funding for disadvantaged pupils is used effectively to support their personal and academic needs. Further help from staff, including a counsellor, along with small group work ensure they are making good progress in their work.
 - The sports fund grant is used to increase pupils' participation in a range of events and enhance staff expertise. A sports coach also provides additional support. Lunchtime and after-school clubs offer a variety of opportunities, which successfully develop pupils' skills.
 - The local authority's checks and support have helped bring improvements since the last inspection. School leaders and staff from within the federation bring a depth of expertise which serves to enable the school to build successfully on improvements as it moves forward.
 - The school's work on safeguarding arrangements meets current requirements. Risk checks on aspects of school life, such as educational visits, are appropriately catered for.
- **The governance of the school:**
- The governing body effectively fulfils its duties to promote the school's work further. Governors compare information about the school's performance with that of others nationally and hold leaders to account. This brings about improvements in both the quality of teaching and pupils' progress. They develop their understanding through training to enhance their proficiency in running the school. As a result, the additional funding, which supports disadvantaged pupils, promotes pupils' achievement. The performance of both the headteacher and staff is routinely reviewed against targets on how well pupils are doing and success is rewarded accordingly. Governors ensure the primary sports funding enhances the physical education for pupils and that staff are being effectively prepared to deliver well-planned sessions for this. The school's wider financial resources are competently managed to support the school's work.

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

- The behaviour of pupils is good. Pupils' attitudes now make a positive contribution to their learning so they actively engage in their work. Pupils talk confidently about their tasks and cooperate well during group activities. They are happy to share their ideas with their classmates and listen carefully to their teachers.
- Pupils are polite and welcoming to visitors. They behave appropriately during assemblies. Movement in and around the school is calm and in the lunch hall pupils happily sit and talk with one another within a calm setting. Pupils are aware of and respect the school's system of rewards and sanctions.
- Pupils enjoy assuming responsibilities in school. For example, some act as play leaders during lunchtimes or help younger children in their work. Others attend to the school garden and act as librarians, or help run clubs. Some pupils lead discussions during assemblies where pupils reflect on the ways in which they are taking more responsibility for their own learning.
- The school's records point to pupils' behaviour being typically good, rather than outstanding. This is because, very occasionally, some misbehaviour occurs relating to specific issues of pupils with particular needs, but the school properly deals with these. There are no permanent or fixed-term exclusions.

Safety

- The school's work to keep pupils safe and secure is good. Pupils spoken to say they feel safe at all times. They say teachers are caring and kind and effectively deal with any concerns they may have. Pupils value the sense of 'family' and friendships they experience within their school.
- Pupils clearly understand how to keep themselves safe when using the internet. They say the school's work in this regard is very helpful in supporting them in this. Pupils say bullying and any type of discrimination are very rare.
- Attendance of pupils is above average and pupils clearly enjoy coming to their school. The overwhelming majority of parents who took part in the online survey say their child is safe and happy at this school.

The quality of teaching is good

- The headteacher and her team have ensured teaching has improved since the last inspection. Weaker aspects in pupils' engagement identified previously no longer exist. Pupils respond positively to their teachers' enthusiasm. Pupils enjoy participating in the range of activities organised for them and are never less than eager to learn.
- Learning sessions are well planned and in ways which build on pupils' previous understanding, as seen in a very successful mathematics activity for Years 3, 4, 5 and 6 on coordinate planes and translation of shape. Here, pupils working at different levels made strong progress because their understanding was effectively deepened.
- Teachers are especially skilled at asking questions and using discussion to develop pupils' learning. For example, in a literacy session for Reception and Years 1 and 2 on adding speech to a story, the highly effective techniques used enabled pupils more accurately to apply their understanding and make good gains in their learning.
- Teachers explain and demonstrate ways of tackling tasks well. For example, in a science session for Reception and Key Stage 1, throughout their activities, pupils were enabled to think about their use of subject language and refine their methods of building their bridges.
- Teaching typically helps pupils to read and write more effectively. For example, in a Key Stage 2 activity, pupils confidently shared their ideas and supported each other in developing their sentence construction. Typically, as seen in their workbooks, this leads to well-structured, longer pieces of writing.
- Marking of pupils' work is something the school has especially focused on and is a strength of the school. Teachers consistently celebrate and develop pupils' learning in their written feedback. Pupils respond positively to this and say they really appreciate the additional support it provides.
- Additional adults within the classroom ensure pupils who have additional learning needs are guided to become successful in their work. They skilfully motivate pupils to extend their learning through appropriate prompts and discussion.
- Teachers guide pupils on what particular tasks require of them and pupils also have opportunities to review their own learning. However, pupils are not always clear what they have to do to achieve even higher standards in their work.

The achievement of pupils is good

- Pupils' achievement is good, although, given small year groups, some variability in performance is likely from year to year. Previous gaps in pupils' knowledge and understanding are being successfully closed so that pupils are making up for lost time caused by weaker teaching in the past. Consequently, the progress of pupils from their individual starting points, overall, is good.
- The school's evidence shows that by the end of Year 6 current pupils are on course to attain higher standards in reading, writing and mathematics. This reflects improvements in pupils' attainment throughout the school because of the successful work of staff to improve the quality of pupils' writing and use of mathematical skills.
- The good progress made by children by the end of their Reception year is being successfully built on. As a result, increasing numbers of pupils attain the higher levels by the end of Year 2 in all their subjects.
- Pupils are confident readers. Pupils who find reading difficult receive effective support. Pupils' understanding of what they read is good and they competently identify key themes in stories and appreciate the variety of techniques authors employ in their writing. Pupils value a wide range of books including those by Roald Dahl and work by Niel Bushnell.
- The comparatively small numbers of most-able pupils are successful. From their starting points they are making good gains in their learning as they move through the school. This is because of the particular focus they receive from their teachers to enable them to do well.
- The assortment of activities to improve the achievement of disadvantaged pupils ensures that, throughout the school, they make good progress. Their small numbers in Year 6 in 2014 prohibit a meaningful comparison being made with other pupils nationally as to whether gaps in their attainment have narrowed or increased.
- Disabled pupils and those who have special educational needs make good progress over time. Their progress is regularly reviewed to ensure additional help is raising their achievement. The individual provision to meet their needs helps them to engage in their work in ways which increasingly promote their success, especially in mathematics and reading.
- Pupils enjoy sport and relish opportunities to participate in competitive events. The additional sports funding is used well to promote their physical education and well-being, as they participate in such things as handball tournaments and inter-league high-five netball.
- Teachers check spelling and punctuation so that pupils give particular attention to writing correctly. However, school leaders recognise that pupils need further to develop their accurate use of grammar within all their subjects.

The early years provision is good

- Leadership of the early years is good. Children make good progress during their time in the Nursery and this continues throughout their Reception year. This is because all staff are dedicated to bringing out the best in every child.
- The quality of teaching is good. Adults are particularly adept at developing good working relationships with children. As with their colleagues throughout the school, they skilfully use questioning to engage children to talk about their learning and extend their understanding.
- Planning effectively provides a range of opportunities for children to learn. For instance, children in both the Nursery and Reception develop their understanding of the world through exploring housing construction. Adults use these opportunities well to develop children's basic language skills and learn more about shape and number. Children experiment with their ideas in their own mini building site and those in the Nursery busy themselves creating 'foundations' in the outside setting, using building brick moulds.
- Children are safe and secure because of the measures taken by staff. Their movement in and around the school is well supervised. Children behave and play well together. They are happy to talk to visitors about their learning and listen carefully to adults.
- Records clearly show to parents just how well their child is developing. The support both parents and children receive during key transition times is comprehensive.
- Adults regularly track children's progress to good effect and assessment checks now accurately reflect how well children are doing. As across the school, staff work towards improving children's achievement further; for example, focusing on how accurately children's phonics skills (linking letters with the sounds that they make) are being developed. This is leading to improved outcomes for children in their reading. School evidence shows current Reception children are increasingly successful in basic writing and mathematics skills.
- Most children enter the Nursery with skills broadly typical for their age. Nonetheless, given the small

numbers, this may vary from year to year. These children go on to form the majority of the Reception class. By the end of their Reception year, a good proportion achieve a good level of development and some exceed this, for example, in communication and language. They are well prepared for starting Year 1.

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	113202
Local authority	Devon
Inspection number	462486

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Yvonne Short
Strategic Headteacher	Nicola Dunford
Date of previous school inspection	2–3 May 2013
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