

# Hanwell Fields Community School

Rotary Way, Banbury, OX16 1ER

**Inspection dates** 13 – 14 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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 dedicated headteacher is highly ambitious for the academy and has made significant improvements since the previous inspection.
- Teachers, support staff, parents and governors all share her ambition and work very effectively together. This is having a positive impact on bringing about rapid improvement.
- Standards of teaching are consistently good. Pupils engage well, enjoy learning and make good progress.
- Pupils achieve well in reading, writing and mathematics. The most able pupils achieve high standards at the end of Key Stage 2, particularly in reading and mathematics.
- Pupils make rapid progress in writing. Many pupils, including children in the early years, develop writing skills that are above those expected for their age.
- Pupils get along well with each other, behave well and enjoy active, sociable playtimes.
- Children get off to a good start in the early years because teaching is rightly focused on securing essential skills. Children make rapid progress and are well-prepared for Key Stage 1.
- Leaders and governors keep pupils safe and work closely with parents. Parents appreciate high levels of communication and feel well-informed about their children's learning.
- Equality of opportunity is promoted well. All groups of learners, including those who speak English as an additional language, achieve well.

### It is not yet an outstanding school because

- Little teaching is outstanding. Sometimes the checks teachers make in lessons do not encourage pupils to deepen their understanding.
- The curriculum is broad and balanced. However, in a few subjects, such as history and science, some tasks do not inspire or captivate pupils' enthusiasm effectively.
- The outdoor learning area needs improvement. In the early years, outdoor activities do not always promote rapid progress in all the areas of learning.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, of which four were conducted jointly with senior leaders.
- Inspectors heard pupils reading and discussed their reading progress with them. A meeting was held with a group of pupils in Year 5 and Year 6.
- Meetings were held with the headteacher, deputy headteacher, other staff with significant responsibilities, and five representatives of the governing body, including the Chair of Governors.
- A meeting took place with the Director of Primary Education from United Learning, the academy’s sponsor.
- Inspectors took account of 172 responses to Parent View, Ofsted’s online questionnaire for parents, and three letters received from parents during the inspection.
- Inspectors also considered the 53 questionnaires returned by staff.
- Inspectors looked at a number of documents, including the academy’s own information on pupils’ current progress, teachers’ planning, records of leaders’ checks on the quality of teaching, records of behaviour and attendance, and documents relating to keeping pupils safe.

## Inspection team

Elizabeth Farr, Lead inspector

Her Majesty’s Inspector

Sandra Teacher

Additional Inspector

Caroline Dulon

Her Majesty’s Inspector

## Full report

### Information about this school

- Hanwell Fields Community School is a larger than average-sized primary school. In September 2014, classes were reorganised. Pupils are taught in single age groups. There are two classes in nearly every year group from Nursery to Year 6. There is one class for Year 5 pupils.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care and pupils known to be eligible free school meals, is below average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The early years provision comprises of a 52 place Nursery, where children attend morning or afternoon sessions and a pre-Nursery with 26 places. There are two Reception classes which children attend on a full-time basis.
- The school converted to become an academy in March 2013. The academy is a member of United Learning.
- The academy offers a breakfast and after-school club run by the governing body. Wraparound care is also available for Nursery aged children.
- The headteacher was seconded from North Oxfordshire Academy in January 2014 on a full-time temporary basis. She took up the substantive post in May 2014.
- The academy meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- A National Teaching School, Corngreaves Primary School in Cradley Heath, supports the academy.
- There have been several changes to staffing since the previous inspection, including a restructure of support staff. The teacher with responsibility for disabled pupils and those with special educational needs left at Easter. The headteacher currently oversees this aspect while the academy appoints a replacement. The leadership team has also been restructured.
- The academy holds the 'Eat Well in Cherwell' platinum award and a bronze Sports Trust award.

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

- Improve the quality of teaching so that more is outstanding, by ensuring that the checks that teachers make on learning in lessons deepens pupils' understanding so that pupils make rapid progress.
- Improve the effectiveness of leadership by making sure that:
  - activities are planned in subjects, such as history and science, that capture pupils' imagination and interest fully
  - the outdoor learning area in early years is improved, so that activities promote children's learning and rapid progress in all areas, well.

## Inspection judgements

### The leadership and management are good

- The headteacher provides determined leadership. Although recently appointed, she has restructured teams, ensuring all staff are clear about their roles and responsibilities. Her highly ambitious leadership, which pays close attention to detail, ensures no stone is left unturned. Well-judged changes have led to rapid improvement in the quality of teaching and higher achievement for pupils.
- A collaborative, positive team spirit pervades all aspects of the academy's work. All staff are proud to work at the academy and morale is high. Teachers, support staff, parents and governors share the headteacher's vision and are overwhelmingly positive about the academy. One parent commented, 'Our school is a real community school. Everyone feels part of the team'.
- Intelligent monitoring and support for teachers is used well to reflect on, and improve the quality of teaching. Teachers embrace helpful training, including observing outstanding practice in a National Teaching School. All staff, including teaching assistants, are highly committed to improving their skills and appreciate the support they receive. As a result, teaching is improving and is now consistently good.
- Phase leaders monitor the academy's work closely. They observe teaching and check pupil's achievement rigorously. They pay close attention to the progress pupils make and are quick to act if progress slows, initiating personalised support for individual learners. This ensures that all pupils make good progress in reading, writing and mathematics.
- Leaders have acted efficiently to fully introduce the new National Curriculum. Emphasising writing skills in other subjects has helped pupils to achieve well in writing. However, sometimes activities in subjects such as history and science lack sufficient appeal to inspire pupils to learn well.
- The academy is highly inclusive and discrimination is not tolerated. Pupils are quick to offer support to each other when learning or to praise their peers for acts of kindness. Pupils understand what is required to be a positive role model and display high levels of social responsibility. Consequently, they are well prepared for life in modern Britain.
- Pupil's spiritual, moral, cultural and social education is comprehensive. The academy trust's multi-faith chaplain makes regular visits to the academy. Adults make assemblies meaningful, relating values such as courage and friendship to pupils' experiences, such as the recent Year 4 residential trip. Singing contributes well to enriching pupils' understanding of the academy's values. During the inspection, pupils sang 'I've got the power in me' joyously, encapsulating the academy's inclusive, positive ethos.
- Leaders and teachers keep a close eye on the progress of different groups of pupils and trigger additional support where necessary. The good progress secured by all pupils, including those who speak English as an additional language, is testimony to the success of the academy's approach. Consequently, all pupils have an equal chance of success.
- Sports funding is used effectively. In particular, pupils appreciate the increased opportunities to represent Hanwell Fields Community School in sports teams. These opportunities contribute effectively to pupils' physical and emotional well-being.
- Disadvantaged pupils make good progress due to the well-targeted support they receive. Pupil premium funding is used effectively to provide wide ranging, bespoke support such as talk therapy, able maths days and specialist intervention programmes.
- Safeguarding procedures are robust. Staff training is regular and staff are well informed about the academy's policy and procedures regarding child protection. Work with external agencies is comprehensive and ensures that families who are experiencing difficult times are extremely well-supported by a wide range of appropriate professionals, including through the 'strengthening families' programme.
- The academy works closely with parents. Parents receive regular information in a variety of formats, including termly curriculum brochures, pupil achievement information, a weekly Hanwell news broadcast and class blogs. Parent forum meetings make certain that open communication is of high priority. Parents who talked to inspectors were overwhelmingly positive and appreciative of the detailed information they receive, feeling fully involved in their children's learning.
- The academy trust provides helpful support to leaders and teachers alike. A comprehensive programme of activities including staff training and curriculum support is contributing well to the academy's improvement.
- **The governance of the school:**
  - Members of the governing body are determined the academy keeps moving forward, and frequently champion the academy's values in the wider community. They offer robust challenge and good levels of support to academy leaders. They question the headteacher closely on pupils' achievement, based on a clear understanding of the academy's strengths and weaknesses. Governors have an accurate overview

of how well pupils are learning, including those receiving help from pupil premium funding. While members of the academy trust hold responsibility for making salary decisions, governors are equally knowledgeable about rewards for good teaching. They have ensured that there are robust procedures for safeguarding. Site security has improved as a result. Governors give time generously, making regular and helpful visits to the academy. Governors forge positive relationships with parents, listening, welcoming and responding to their viewpoints at parent forum meetings. Consequently, levels of parental engagement and satisfaction are high.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are caring and encourage each other to do their best.
- Pupils' behaviour at playtimes and on arrival to the academy is excellent. A wide range of stimulating activities such as an activity trails, supervised football games, quiet zones and indoor morning clubs contribute well. As a result, there is something on offer to interest all pupils. They play well together, ensuring everyone is included.
- Lunchtimes are happy and enjoyable occasions. Adults are vigilant and highly skilled, often organising and participating in games with pupils.
- Pupils' behaviour in the classrooms is good and their desire to learn positive. On a small number of occasions when activities are not as engaging as they could be, pupils' attention wanes.
- Pupils enjoy additional responsibilities such as being a school councillor, a learning ambassador or digital leader. They feel proud of the positions they hold and take such accountabilities seriously.
- Leaders track and analyse carefully any incidents of poor behaviour. Behaviour has improved. There have been no recent exclusions and the number of serious incidents has reduced considerably.
- Leaders have been particularly successful at reducing persistent absence which is now well below the national average. Families who are experiencing difficulties such as ensuring their children arrive on time are well-supported. Consequently, pupils' attendance and punctuality have improved.

### Safety

- The academy's work to keep pupils safe and secure is good. Leaders ensure the site is safe, including the playgrounds, by making improvements such as installing new electronic gates. Pupils feel safe and parents agree that the academy is a safe place to learn.
- Safeguarding process fully meet statutory requirements. Policies and practices are up to date. The academy makes appropriate checks on adults' suitability to work with children.
- Pupils are developing an understanding of the different forms that bullying can take, including cyber bullying. Pupils spoken to during the inspection are confident there is no bullying in the academy. They are clear about the differences between bullying and unkindness. They say there are occasional fall outs with each other that staff deal with effectively.
- Pupils understand how to keep themselves safe when using the internet. Additional helpful information is shared with families through the academy's website.

## The quality of teaching is good

- Teaching is consistently good. Positive relationships between pupils and adults encourage pupils to be reflective learners. Teachers encourage pupils by promoting that 'making mistakes is what makes great learning'. Pupils are supported well, often through accessing bespoke programmes. This ensures that teaching meets individual needs successfully.
- Teachers' marking provides useful feedback for pupils, contributing well to the good progress that pupils make. Marking illustrates where pupils have been successful in their learning so that they are clear about how well they are getting on. Equally, teachers' comments guide pupils about how to improve their work further.
- Teachers ensure that lessons include a good level of challenge, particularly for the most able pupils. Teachers' plan challenging activities and pupils are keen to do their best and achieve highly. For example, pupils in Year 2 were challenged to use causal connectives when writing an information text about bread.
- Staff with specific expertise are used to good effect. For example, groups of more-able pupils benefit from specialist maths teaching and are now achieving higher standards than in the past. Likewise, high quality talk therapists, develop children's communication skills rapidly, particularly in the early years.

- Reading is taught well and pupils make good progress. Pupils benefit from regular opportunities to work in small groups. They read often and are able to apply sensible strategies for deciphering tricky words.
- Teachers expect a lot from pupils who respond by trying hard. Pupils know precisely what to improve in order to meet their teacher's high expectations successfully. Parents and carers talked eagerly to inspectors about their child's targets, such as learning the eight times table, and how they were supporting at home.
- Teachers pay close attention to how well pupils are learning and oversee the successful completion of tasks. On occasion, opportunities to probe pupils' thinking and deepen their understanding are missed.
- Teaching assistants contribute well, encouraging pupils to feel confident and try their best. Disabled pupils and those with special educational needs are particularly well-supported. Pupils enjoy well-matched activities and benefit from the encouragement they receive to do well.
- Pupils and parents alike are positive about the benefits of homework and the academy's approach. Activities cover different aspects of the curriculum effectively and pupils receive high quality feedback. Homework is set regularly and supports pupils' learning well.

### **The achievement of pupils** is good

- Pupils make good progress in reading, writing and mathematics, with many making more than expected progress across each key stage. The proportion of pupils who make expected progress has risen and in 2014 was above average in reading and mathematics and well above in writing.
- Standards have risen in the last three years. In 2014, pupils in Year 2 achieved above average standards in reading, writing and mathematics. Standards at the end of Year 6 in 2014 were broadly average in reading and mathematics and above average in writing.
- Achievement in writing in the majority of year groups is good. Pupils enjoy regular opportunities in a variety of subjects to polish their writing skills.
- Reading is promoted strongly throughout the academy. Pupils read widely and often. Above average proportions are successful in the Year 1 phonics screening check. Those pupils who re-took the check in Year 2 in 2014 all met the standard expected.
- In 2014, disadvantaged pupils in Year 6 were approximately two terms behind other pupils in the academy in reading and half a term ahead in maths and writing. They were one and half terms behind other pupils nationally in reading, half a term behind in maths and one term ahead in writing. Gaps have narrowed and disadvantaged pupils make good progress.
- In 2014, the proportion of Year 6 pupils who reached the higher levels of attainment was above national averages in reading and writing and broadly average in mathematics. A specialist teacher is providing most able pupils in Year 6 this year with tailored support and these pupils are now achieving even higher standards.
- Disabled pupils and those with special educational needs make at least similar progress to other pupils in the academy. Their needs are understood very clearly and all staff are highly driven to ensure pupils with particular needs learn well.

### **The early years provision** is good

- The early years leaders are determined to secure the best possible outcomes for all children. They have built a cohesive and committed team of staff. Everybody challenges children to take the next steps in their learning. Consequently, children learn well and make rapid progress, many from low starting points.
- A significant minority of children enter the Nursery with communication skills that are below those typical for their age. Staff promote children's language development effectively by providing well-planned activities. Consequently, these children catch up rapidly and develop speaking and listening skills that are similar to their classmates.
- Language-rich surroundings contribute well to children's progress, especially in writing. One child confidently shared the book he was writing called 'Mr Freeze'. He confidently explained to the inspector that information included at the back was called the blurb. Some pupils develop skills well above those typical for their age.
- Across the early years, all children make at least typical progress and the large majority make rapid gains in their learning. Last year, the proportion of children who were ready for Year 1 at the end of the Reception year was similar to that found nationally. Current information shows that a greater proportion of children have the reading, writing and mathematical understanding typical for their age.

- Children show maturity and conduct themselves sensibly because expectations of behaviour are high. During the inspection, a small group of Nursery children shared some wild animal toys and resolved some disagreements themselves. While adults are always available and keep children safe, children are given every opportunity to acquire essential social skills.
- Early years staff forge strong partnerships with parents from the word go. Parents are encouraged to provide useful information about their child's learning. This additional insight contributes well and teachers' plan a good range of activities that centre on pupils' interests and promote good progress. However, the outdoor area is used less effectively. Outdoor activities do not always provide rich learning opportunities across all areas of learning.

## 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>	137910
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	462388

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>	Academy converter
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Lister
<b>Headteacher</b>	Ms Harry Wall
<b>Date of previous school inspection</b>	2 -3 May 2013
<b>Telephone number</b>	01295709583
<b>Fax number</b>	01295269979
<b>Email address</b>	head@hanwellfields.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

