

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD



29 January 2016

Mrs Debbie Davies  
Headteacher  
Hailey Church of England Primary School  
Hailey  
Witney  
Oxfordshire  
OX29 9UB

Dear Mrs Davies

### **Short inspection of Hailey Church of England Primary School**

Following my visit to the school on 12 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2011.

#### **This school continues to be good.**

This is a small school that you rightly describe as 'firmly good'. Your buoyant, upbeat approach serves well to inspire and motivate the staff and pupils of Hailey C of E Primary School. From time to time, you and the governors have taken well-judged decisions in order to achieve sustainability, demonstrating high levels of resilience and commitment. Pupils are proud to be members of the school and confidently state that 'Learning at Hailey C of E Primary School is fun!'

Most pupils make good progress and achieve the standards expected for their age in reading, writing and mathematics. Pupils' attainment in all subjects and at all stages has risen over the last three years. Disadvantaged pupils make good progress and many achieve standards above those of other pupils nationally; by the end of Key Stage 2 they achieve as well as their peers in reading, writing or mathematics. This is because you and your staff are determined that each individual pupil's needs are understood and met well in all subjects, and this is increasingly the case. One parent endorsed this approach stating, 'I am always amazed how quickly the staff get to know my child inside and out. They know exactly what to do in order to get the best out of them.'

Leaders make good use of local authority expertise to support improvements in identified areas. In 2014, for example, leaders noted that not enough pupils were achieving the higher levels in mathematics. Guidance from local authority advisers ensured that teachers developed their subject knowledge and, as a result, the

proportion of pupils gaining higher levels in mathematics rose and exceeded the national average in 2015. This illustrates the strong and beneficial partnership forged between school leaders, local authority advisers and school staff.

You have created a united and committed teaching team which is determined to serve Hailey pupils well. You are adept at ensuring teachers receive appropriate training to develop their skills and expertise, regardless of stage of career or experience. Teachers appreciate the faith you demonstrate in their capacity to improve further and talk enthusiastically about the support they receive. In turn, this means they give of their best, offering high levels of commitment. The quality of teaching has improved since the last inspection.

At the last inspection, inspectors identified two areas for improvement: to ensure that pupils always receive challenging work that is closely matched to their abilities; and to develop pupils' awareness of the diversity of cultures in the United Kingdom by providing more first-hand experiences.

Leaders have addressed both of these aspects effectively:

- The very large majority of pupils make good progress in reading, writing and mathematics. Children in the early years make at least typical progress so that, last year, the proportion of children who were ready for Year 1 at the end of Reception was above that found nationally.
- Pupils demonstrate high levels of understanding about other cultures, religions and beliefs. Inspiring themes encourage pupils to discuss and consider differences and similarities across different cultures. Pupils are challenged to consider in depth their perceptions of themselves and others. As a result, pupils have a growing awareness of other cultures across the world.

### **Safeguarding is effective.**

Governors and senior leaders are highly committed to keeping pupils safe. They are quick to respond to changes to statutory requirements, ensuring staff are trained appropriately and promptly. This ensures the team is knowledgeable and up to date with what is expected. For example, staff have a comprehensive understanding of the government's 'Prevent' strategy because of recent training. Equally, governors and leaders have ensured that requirements such as staff-pupil ratios are fully met in the new Nursery class. This attention to statutory requirements ensures pupils are safe.

Leaders hold procedures under regular review, such as the school's anti-bullying policy. Parents receive up-to-date information and are encouraged to speak to school staff if problems arise. There is clear evidence that staff respond to parental concerns promptly. Record keeping is extremely comprehensive. Pupils' well-being and safety are given high priority. Leaders are quick to implement well-judged action plans to ensure procedures are of the highest quality.

## Inspection findings

- Governors and leaders are determined not to rest on their laurels and have helpfully constructed an ambitious five-year improvement plan. Measures to evaluate success are kept under scrutiny so that any slippage is quickly and appropriately addressed. There are many strengths to your approach. Notably, each member of staff, regardless of stage of career or experience, leads on specific aspects. This ensures a collegiate, distributed approach with high levels of shared commitment to improvement. Equally, staff appreciate the high levels of trust and confidence you show in them. As a result, this is a school characterised by good standards and determination to improve even further.
- The new Nursery class and recently established 'Early Birds' club ensure there is a range of childcare options available to the local community. Working parents are particularly appreciative of the extended care arrangements you have established. You acknowledge that difficult and sometimes unpopular decisions have had to be made to ensure that you have full responsibility for all aspects of the provision on offer to families.
- Governors offer high levels of challenge based on a clear understanding of their role. Governors have re-aligned committees and responsibilities to ensure their work complements school priorities. They regularly review their own effectiveness and make changes as appropriate. For example, governors with a financial background or personnel experience have now moved to committees where these skills can be better utilised. Governors are clear that their role is a strategic one and operational matters lie with school leaders. This clear understanding alongside high levels of expertise ensures that, as the headteacher puts it, there 'are no rubber stamping exercises here'.
- Local authority and diocesan officers keep a watchful eye on school performance. They offer you helpful support, much of which has led to improvements, such as in mathematics, where standards have risen.
- Pupils benefit from regular opportunities to develop their mathematical understanding, exploring concepts through practical and visual activities. For example, in a Year 3 and Year 4 class, pupils were able to find multiplication facts for the number 16 confidently, using cubes to construct arrays. Pupils are developing their conceptual understanding well and have the skills they need to complete written mathematical sums and problems with high levels of success.
- Disadvantaged pupils achieve well. By the time these pupils leave school many have achieved the standards expected for their age and some exceed them. Staff know the pupils extremely well and promptly implement additional support if they are at risk of falling behind. You have ensured that pupil premium funding is spent wisely and all pupils make good progress.

- Disabled pupils and those with special educational needs make good and sometimes rapid progress. Teaching assistants offer excellent support to pupils, knowing their learning needs well. Small-group or one-to-one support sessions are carefully planned to meet the needs of each individual. For example, in a Year 1 and Year 2 class, pupils were supported skilfully to construct sentences using a variety of adjectives and verbs. Such expert teaching contributes successfully to these pupils' good progress in writing and reading skills as well as promoting the rapid development of their speaking and listening skills.
- The quality of teaching is good. Pupils readily engage in well-planned learning opportunities, working at an appropriate level. Teachers have high expectations and ensure pupils achieve well. For example, in a Year 5 and 6 class pupils enjoyed playing games to consolidate their understanding of common, proper, collective and abstract nouns. Sometimes, the most-able pupils have to repeat learning they have already grasped before tackling activities that challenge them more deeply.
- Staff implement the school's marking policy diligently. There are high levels of consistency from class to class. Pupils receive high-quality feedback from teachers. Pupils know how to improve their work.
- Staff are proud to be members of this hardworking and successful school. They appreciate the high levels of support they receive from you and the training opportunities they receive. They expressed high levels of satisfaction, clearly enjoying working for you and the pupils of Hailey C of E Primary School.
- Parents rightly appreciate the quality of teaching in the school. One parent commented that 'teaching is really good: my children are pushed and so move forward with their learning and achieve their best; they are happy at school'.
- Pupils in the early years benefit from the well-structured learning environment and extensive school facilities. Staff plan varied indoor and outdoor learning activities that hold much appeal to children. Adults interact adroitly with children, particularly in small-group tasks, using well-judged questions to make them think. For example, using the story *The Very Hungry Caterpillar* as a starting point, children responded enthusiastically to planning their food diary for the week. Teachers mostly use small-group time skilfully to assess children's learning and identify next steps. Just on occasion, adults are not quick enough to intervene to accelerate children's grasp of new concepts and skills.
- Pupils play well together. The recent addition of an activity trail, following a successful lottery bid, is popular with pupils. Leaders and governors are vigilant, keeping a watchful eye over the school's anti-bullying procedures. Policies are kept under regular review and shared widely. Pupils are adamant there is no bullying in school. They say that there are disagreements from time to time, but adults who look after them are highly effective at sorting out any problems. The school's 'Pupils' Manifesto' is fully

understood and pupils are proud that they know what is expected. They can quote the school's expectations and know they should 'always have a positive mental attitude'.

- Pupils have very positive attitudes to learning. They listen well and are quick to organise themselves and get started. Pupils show high levels of engagement and they thrive on learning new things. For example, Key Stage 2 pupils enjoyed learning a new mathematical word, 'commutative', revelling in the opportunity to test out their parents' knowledge when they returned home! Just on occasion, they can become overly chatty, taking a little while to settle back to the job in hand.
- Since the previous inspection, attendance has risen further and is now high. Pupils enjoy school and appreciate the wide range of opportunities they receive. In particular, they love the wide variety of sporting opportunities, including the opportunity to represent school teams in competitive events.
- The curriculum is planned well, with rich cultural experiences threaded throughout. School trips, productions, visitors to school and special focused weeks all provide pupils with memorable learning experiences. Cultural learning opportunities during the school's 'One World Week' and the Christmas production 'It takes a Village...' have broadened pupils' horizons effectively.
- The school website meets statutory requirements and provides a wealth of useful documentation for parents. You are meticulous in ensuring information published is current and fully reflects the high standards seen in the school. For example, spending plans for additional funding are comprehensive and evaluated in depth. Published material available to parents reflects the school's ethos and values well.
- Parents are generally positive, many expressing high levels of praise for the school. Parents noted the good progress their children are making, how happy their children are to attend and the school's high-quality leadership. However, a very small minority of parents expressed concerns such as the amount of homework or the provision for pupils with special educational needs. During the inspection, there was no evidence to substantiate these views. The inspector found that leaders have taken appropriate action to engage parents fully in the life of the school. The recent event to share the school's new homework procedures is just one example of where this has been the case.

### **Next steps for the school**

Leaders and governors should ensure that:

- in early years, adults take every opportunity to use their skills and expertise to advance learning when children are engaged in work or play

- the quality of teaching improves further by ensuring that the most-able pupils are challenged fully and do not spend time repeating skills they have already mastered.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

### **Information about the inspection**

I met with you, pupils and four governors, including the Chair of the Governing Body. I met with a representative of Oxfordshire local authority. We visited all classes and scrutinised pupils' work. I took account of 88 responses from parents to Ofsted's online questionnaire, Parent View. I observed pupils' behaviour on arrival at school and during the school day. I spoke to a number of parents at the beginning of the school day. I analysed a range of school documentation, including information about pupils' achievement, the school's 'raising achievement' plan and safeguarding checks, policies and procedures. We discussed your own evaluation of the school's effectiveness.