

Hanwell Fields Community School

Rotary Way, Banbury, Oxfordshire OX16 1ER

Inspection dates

9–10 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads a caring, inclusive school, where staff, governors and leaders are equally ambitious for all pupils to achieve highly.
- Governors and representatives from the trust use their expertise well to offer support and hold senior leaders to account for every aspect of the school's work.
- Over the past year, pupils' progress in English and mathematics in key stage 2 has improved and the proportion of pupils attaining the expected standard in writing and mathematics is now above the national average.
- Subject leaders have crafted a vibrant and enticing curriculum that offers pupils opportunities to enjoy their learning in a wide range of subjects. This has contributed to the good progress that pupils make.
- The quality of teaching is good. However, on occasion, the most able pupils are not provided with sufficient opportunities to develop their creative ideas more independently.
- Leaders have placed pupils' spiritual, moral, social and cultural development at the core of the school's work. Pupils are very well prepared for their future lives in modern Britain.
- Close partnerships with parents and carers contribute to the school's strong community feel. Most parents praise the school's work.
- The early years provision is safe and stimulating. Staff ensure that children grow in confidence and make good progress. Children are prepared well for Year 1.
- Leaders ensure that the care and welfare of pupils are paramount. This results in a harmonious school community. Pupils behave well, feel safe and are valued as individuals.
- Leaders use additional funding effectively to ensure that disadvantaged pupils make good progress.
- Pupils with special educational needs and/or disabilities (SEND) are supported through a highly personalised programme to ensure that their needs are well met.
- While the teaching of reading has improved, pupils' comprehension skills are not developed well enough across the wider curriculum.
- Safeguarding arrangements are effective. Pupils told inspectors that they feel very safe at school.

Full report

What does the school need to do to improve further?

- Ensure that the most able pupils have increased opportunities to develop their creative ideas independently across all areas of the curriculum.
- Further develop and consolidate pupils' reading comprehension skills across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads the school with dedication and determination. Her ambition for all pupils to fulfil their potential is shared by leaders and staff at all levels. Together with her team of skilled leaders, she has fostered a strong sense of community in this rapidly growing school. Pupils focus on learning and take pride in their achievements.
- Leaders have a clear and accurate view of the effectiveness of the school. They responded well to a decline in standards in the 2018 published assessment information for key stage 2. They analysed the assessment information accurately and put in place appropriate action plans for school development. As a result, there has been strong improvement in pupils' achievement in English and mathematics. The progress of almost all current pupils is good across a range of subjects.
- Leaders have created a culture where staff feel empowered, support each other and share good practice. This means that teaching, learning and assessment are continually improving. For example, the introduction of a whole-school approach to support pupils to improve their writing and mathematics has been successful.
- Staff value the regular feedback and training they receive to enable them to continually reflect on the impact of their teaching on pupils' learning. Leaders provide well-judged coaching and support for staff who need to make any improvements to their practice.
- In addition to effective phonics teaching and establishing a culture of reading for pleasure, leaders have introduced a structured programme to support pupils' reading comprehension. However, this programme has not yet had sufficient impact on pupils' skills to ensure that they achieve as well as they could in reading.
- Subject leaders are enthusiastic about their roles and demonstrate potential to develop their respective subjects further. They have led changes that are having a positive impact on pupils' outcomes. Subject leaders know what they need to do next to further improve provision in their areas of responsibility. They appreciate the wide range of professional development they receive to support and develop their leadership and teaching skills. For example, moderation activities with other schools have supported teachers in ensuring that their assessments are accurate.
- Leaders use the pupil premium funding effectively. Senior leaders and staff have a good awareness of the challenges and barriers to learning experienced by disadvantaged pupils. Staff support pupils well and address any gaps in pupils' knowledge and skills in English and mathematics. Consequently, most disadvantaged pupils in the school are now making good progress.
- Provision for pupils with SEND is very well led and managed. The school has a high proportion of pupils with education, health and care plans. There are well-judged 'provision maps' in place for each of these pupils. These are used effectively to evaluate and plan the support for each pupil. Leaders ensure that each pupil benefits from a curriculum that meets their specific needs. Individual pupils receive appropriate support. As a result, pupils make good progress from their starting points.
- The additional government funding to promote sport and physical education (PE) is spent effectively. Pupils have plenty of opportunities to take part in competitive sport.

The additional support from the school's sports coaches successfully enhances pupils' experience of sport and helps staff develop their own skills.

- The school's curriculum is creative and designed to give pupils opportunities to explore and learn a range of topics and subjects. In addition, leaders provide a wide range of extra-curricular activities and trips, such as visits to museums, art galleries and places of interest. Together, these provide pupils with a rich wealth of learning experiences. Leaders promote pupils' spiritual, moral, social and cultural development well across the curriculum.
- Parents agree that the school is well led and managed. Parents say that their children are safe, happy and well looked after at the school. They value and appreciate leaders' and staff's work to support their children's learning and well-being. One parent told inspectors that 'leaders foster a strong community spirit which continues beyond the school gates.'

Governance of the school

- The trust has been central to securing improvement. Trustees have worked closely with leaders to improve teaching through well-targeted professional development for teachers and staff. Staff value the opportunities they have, such as the support to enable them to obtain qualified teacher status.
- Governors have a secure knowledge of the school's strengths and weaknesses and are well placed to support and challenge leaders. They use a range of information to inform their work, including regular visits to school. Governors and trustees work in successful partnership to ensure that leaders evaluate the school's effectiveness accurately and identify the right priorities.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders take their responsibilities for the protection and care of pupils very seriously. They have ensured that there is a strong culture of keeping pupils safe. Leaders have put clear systems in place for safeguarding pupils. Regular training and updates about safeguarding support staff in being alert to any signs of concern about pupils. Staff report concerns promptly to the designated safeguarding leaders, who swiftly take effective action.
- Staff are very knowledgeable about the community they serve. This helps them to be aware of any potential risks and provide appropriate support for vulnerable families. The school works effectively and tenaciously with external agencies to provide suitable care for pupils.
- Pupils say that the school keeps them safe at all times. The school ensures that pupils know how to stay safe online. Leaders have organised workshops for parents to raise their awareness of the risks posed by the internet and how to help their children stay safe online.
- Leaders carry out all the required checks on newly appointed staff and records are maintained well. Visitors to the school receive clear guidance on what they should do if any safeguarding concerns arise.

Quality of teaching, learning and assessment

Good

- Relationships among pupils and between adults and pupils are strong. Classrooms are well organised, attractive, calm and purposeful.
- Teachers are skilled and have good subject knowledge. They know the pupils and their learning needs well. Teachers use this knowledge efficiently to focus their teaching on what pupils need to succeed. Effective teaching is enabling pupils to make good progress. Nevertheless, there are occasions when staff do not provide the most able pupils with opportunities to work more independently.
- The teaching of mathematics is a strength of the school. Teachers develop pupils' skills in mathematical reasoning and fluency well. Teachers also extend pupils' mathematical vocabulary and routinely provide additional challenge to deepen and consolidate pupils' understanding.
- Teachers work hard to ensure that pupils enjoy their learning and plan lessons that are exciting and interesting. They use assessment information well. Pupils told an inspector, 'Our teachers check and make sure we understand what is being taught and show us how we can use this knowledge to help us learn new things.'
- The teaching of phonics is strong. Teachers make clear links between sounds and letters on the page, enabling pupils to develop strong decoding skills. Pupils in key stage 1 read to inspectors with fluency and expression.
- A systematic approach to teaching reading is enabling teachers and teaching assistants to specifically focus on developing pupils' reading comprehension skills. However, in some classes, pupils do not have enough opportunities to use and apply their comprehension skills.
- Additional support for disadvantaged pupils and those with SEND is effective in fostering pupils' self-confidence. When staff become aware that a pupil is falling behind, they make sure that they are given extra support. Activities are broken down into the small steps required. This ensures that these pupils learn as well as their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and self-assured. They understand about equality and demonstrate respect for other people's cultural diversity and religious backgrounds. There is a harmonious atmosphere in the playground, and pupils play cooperatively.
- Leaders have built a strong sense of community within the school, and this supports pupils' spiritual, moral, social and cultural understanding. As one parent said, 'This school is an asset to the community. The school goes above and beyond to nurture both the pupils and their families both inside and outside of school time.'
- When pupils join the school, they are quickly assessed to identify any potential barriers to their learning. Support for pupils' social and emotional development is sometimes needed to help pupils be more successful in their academic learning.

- Pupils feel safe at school and know how to keep themselves safe in a variety of situations. They know whom to talk to if they have any concerns and are aware of the risks posed by the internet and social media.
- Pupils know the different forms that bullying can take and, as one pupil stated, 'We have no place for bullying at our school.' They are confident that adults would deal with any incidents as effectively as they manage the occasional disagreements that happen between pupils in the playground.
- The school's welcoming breakfast club is well attended. It provides pupils with a prompt start to the day and offers a healthy breakfast. This means that pupils are ready to learn well when school begins.

Behaviour

- The behaviour of pupils is good. Leaders have worked hard to set high expectations for pupils' behaviour. Pupils have a clear understanding of the choices they make and the consequences that follow. They value the 'Hanwell Pledge', which they proudly adhere to. Consequently, there is a calm and purposeful atmosphere in school. Pupils move around school sensibly, showing respect for each other.
- Attendance is above that seen nationally. The school works closely with pupils and their families when attendance is too low and, in many cases, this has had a positive effect. The breakfast club and after-school club provide a safe, stimulating and welcoming environment for pupils.
- Pupils are positive and interested in their learning. They focus on their work and are polite and respectful towards others. Occasionally, the most able pupils do not have opportunities to develop their ideas more independently. When this happens, some pupils lose their concentration.
- Pupils look after each other and play well together. They demonstrate very high levels of care and friendship. Pupils also relish the responsibilities given to them in school. When inappropriate behaviour occurs, the leadership team takes swift and appropriate action, resulting in very few repeated incidents.

Outcomes for pupils

Good

- Work in pupils' books and outcomes show that current pupils in key stages 1 and 2 are making good progress in mathematics. Pupils develop strong fluency and reasoning skills and know what to do to strengthen their knowledge, skills and understanding. This reflects leaders' good work to improve progress in mathematics from the well below-average progress at the end of key stage 2 in 2018.
- Writing is a strength in the school and most pupils are making good progress. Pupils receive the necessary support in order to develop their wider vocabulary and writing skills across a range of themes. However, in some year groups, the most able pupils do not always have the freedom to develop their creative ideas independently. As a result, some of the most able pupils do not make the best possible progress.
- Pupils effectively develop their phonics skills and this supports key stage 1 pupils well in learning to read and write. The proportion of Year 1 pupils meeting the expected

standard in the phonics screening check remains consistently in line with the national average.

- In the previous two years, key stage 2 pupils did not make strong enough progress in reading. Leaders now make sure that pupils have more regular reading opportunities, using good-quality texts. Although this has begun to improve pupils' reading skills, pupils' progress is still not as strong as it is in writing and mathematics. Leaders also acknowledge that pupils do not have enough opportunities to use and apply their reading comprehension skills in different subjects.
- The support that disadvantaged pupils and pupils with SEND receive helps most of these pupils to make good progress from their various starting points. A high proportion of the school's disadvantaged pupils also have SEND. All pupils with SEND are carefully monitored, and precise intervention and effective additional support are put in place for them.
- Pupils make good progress in a range of subjects, including science, history and art. Pupils apply their writing and mathematics skills successfully across the curriculum. The rich, broad curriculum makes good use of the outdoor space and is further enhanced by visits to local heritage sites which are carefully linked to the school's curriculum. For example, inspectors observed Year 2 pupils write a historical report on William the Conqueror following their visit to Warwick Castle.

Early years provision

Good

- The early years provision is led and managed well by a knowledgeable leader who constantly strives to ensure that children make the best possible start to their education. As a result, children make good progress from starting points which are lower than typical for children of their age, particularly in communication and language.
- Leaders and teachers help children to make rapid progress. Through a well-structured curriculum, good teaching and effective support, children get off to a good start in Nursery. They consolidate their skills effectively through Reception and are well prepared for Year 1.
- Staff are adept at following children's interests to support their learning. During the inspection, a group of children were engrossed in planning and designing an airport. Children counted the length of the 'runway' for the different sizes of aeroplanes to 'land and take off' safely. Adults capitalised on this by challenging them to count, measure and accurately draw the length of the different runways needed to land their aeroplanes.
- The quality of teaching, learning and assessment is good. Teachers plan and teach interesting activities that are demanding enough for the majority of pupils. For example, during the inspection, children explored information about 'puffer fish' and used their phonics knowledge to write facts from the class discussion. However, sometimes teachers do not provide enough opportunities for the most able children to work with increased independence and freedom to develop their ideas.
- Partnerships with parents are strong. Staff provide many opportunities for parents to be involved in their children's learning and development. For example, parents are offered workshops on a range of topics, including phonics, early number, promoting

good behaviour and managing behaviour. This effectively supports the continuation of learning between home and school. Parents are supportive of the work of the early years staff.

- Children behave well. They show that they feel safe through their positive attitudes and their confidence to approach trusted adults. The welfare requirements are met, and staff follow the same safeguarding policy and procedures as the rest of the school. Leaders ensure that there are always staff present who are trained in paediatric first aid.

School details

Unique reference number	137910
Local authority	Oxfordshire
Inspection number	10088054

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The board of trustees
Chair of the local governing body	Andrew Lister
Headteacher	Harry Paget-Wall Collins
Telephone number	01295 709583
Website	www.hanwellfieldscommunityschool.org.uk/
Email address	head@hanwellfields.org
Date of previous inspection	13–14 May 2015

Information about this school

- The school is much larger than the average-sized primary school. The school converted to become an academy in March 2013. The academy is a member of United Learning Trust. The local governing body oversees the running of the school on behalf of the board of trustees, which ultimately governs the school.
- The proportion of pupils supported through the pupil premium is below the national average.
- The proportion of pupils with SEND is below the national average.
- The school deprivation index is below the national average.
- The school roll has increased significantly in the previous three years. This is because the school has expanded from a one-and-a-half-form to a two-form entry school. In September 2019, for the first time, there will be two classes in every year group.

Information about this inspection

- Inspectors observed learning in all classes, jointly with members of the senior leadership team.
- Together with leaders, inspectors scrutinised pupils' books from all year groups and across a range of subjects, including English, mathematics, science, history and the topic being studied. Inspectors discussed and analysed a range of information about pupils' progress.
- Inspectors listened to pupils read from across the school. They spoke to pupils while visiting classrooms, in the dining hall and during playtimes. In addition, inspectors met with groups of pupils formally to find out their views of the school.
- The lead inspector met with the regional director of the trust and governors, including the chair of the governing body.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and teachers.
- Inspectors observed pupils' behaviour at different times of the school day.
- Inspectors reviewed various documents provided by the school. These included the school's self-evaluation, the school improvement plan, the pupil premium statement, information about sports funding, external reviews of the school and governing body minutes.
- Inspectors reviewed documents relating to safeguarding, attendance and behaviour. These included the school's single central record, records of all behavioural incidents, exclusion records, and child protection and safeguarding files.
- Inspectors spoke to parents at the beginning of the school day. They took account of parents' responses to Ofsted's online questionnaire, Parent View. They also considered responses to the staff survey.
- Inspectors visited the breakfast and after-school clubs, spoke to staff and observed some activities.

Inspection team

Shazia Akram, lead inspector	Her Majesty's Inspector
Bill James	Ofsted Inspector
Kevin Burrell	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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