

Inspection of an outstanding school: The Hendreds Church of England School

Ford Lane, East Hendred, Wantage, Oxfordshire OX12 8JX

Inspection date: 27 September 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils really enjoy their learning and are inquisitive. They are happy in lessons and when playing with their friends on the playground. Pupils have warm relationships with each other and the staff. This helps pupils to feel safe.

Leaders and staff expect pupils to achieve well, including those children in the Reception class and those with special educational needs and/or disabilities (SEND). Pupils rise to these expectations because they try hard and understand the importance of gaining as much knowledge as possible. Pupils' attitudes to learning are positive.

The promotion of the school's values helps pupils to know and understand the difference between right and wrong. As a result, pupils behave well most of the time. They are confident that staff deal with any poor behaviour promptly. Pupils understand what bullying is. Staff act decisively to deal with any bullying that may occur.

Pupils have good opportunities to attend clubs linked to their interests, including those for judo and dance. Leaders work hard to make positive links with their local community. These include visits to local places of worship. For example, as part of the religious education curriculum, pupils benefit from going to a nearby mosque to learn at first hand about Islam.

What does the school do well and what does it need to do better?

Leaders have put in place an ambitious curriculum. In most subjects, they have identified and sequenced logically what pupils need to learn. The mathematics curriculum is particularly effective. This is enabling pupils, including those with SEND, to achieve well and apply their knowledge in a broad range of subjects. However, in a minority of subjects, the curriculum is at an earlier stage of development. In subjects such as history,

leaders have not yet identified precisely enough the essential knowledge that pupils need to know. As a result, pupils' learning in a few subjects is not as secure.

Leaders have prioritised the teaching of reading throughout school, including in early years. School leaders have introduced a phonics programme and have trained staff to deliver this effectively. Consequently, there is consistency in the teaching of early reading in the Reception class and across the school. Pupils read books that are matched closely to the letters and sounds that they know and are learning in lessons. This means that pupils read with fluency and expression and their confidence builds.

Staff challenge pupils to read a rich range of texts. They check how successfully pupils learn new sounds and remember those that have been taught in previous lessons. If pupils find it hard to recall the sounds that letters represent, staff provide extra support. Teachers in all classes read books to pupils that have been chosen carefully to meet pupils' interests and needs. This happens every day and motivates pupils to read.

Staff identify when pupils may not have understood new learning. Teachers check during lessons to make sure that pupils have understood new knowledge that has been taught. Children in the Reception class, and more widely across the school, receive extra help if they need it. Pupils have opportunities to revisit earlier learning. This helps them to grasp new concepts.

Pupils with SEND are supported well. Leaders and teachers promptly identify pupils who need extra help. This starts in early years, where children enjoy timely adult support. Staff check that support helps pupils with SEND to access all curriculum areas and achieve well. Leaders make sure that staff are supported in their work by specialist professionals. This enables teachers and teaching assistants to put in place the most effective strategies to enable pupils with SEND to learn well.

Lessons proceed with little interruption. This is because pupils are respectful, kind and considerate of one another. Pupils move sensibly and safely around the school. Children in early years adapt quickly to the high expectations that staff have of their behaviour. The school environment is calm and purposeful.

Leaders make sure that pupils learn about important values such as democracy and tolerance. Pupils have a secure knowledge of a wide range of different faiths. They understand how important it is to have respect for others who may be different from them. Pupils enjoy taking on additional responsibilities, such as being members of the school council or being a 'watchdog'. In this job, pupils help to look after others on the playground.

Staff are proud to work at the school. They appreciate the concern that leaders show for staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everybody's responsibility. Staff receive regular training and updates. They are alert to signs of possible abuse and know how to identify vulnerable pupils. Staff know what to do if they have any concerns about a pupil, including how to report any concerns that they have. Leaders work well with outside agencies to protect pupils when the need arises. Leaders ensure that appropriate pre-employment checks take place before adults are appointed to work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of foundation subjects, such as history, leaders have not yet identified with sufficient precision what they would like pupils to learn. This means that pupils do not always achieve as well as they could. Leaders need to identify clearly what pupils should know and remember in all subjects. They should ensure that content is sequenced logically so that pupils can achieve well across all subjects.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in November 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	140473
Local authority	Oxfordshire
Inspection number	10227157
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Lisa Rees
Website	www.hendreds.oxon.sch.uk
Date of previous inspection	1 and 2 November 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to the school in February 2022.
- The school does not currently use any alternative provision.
- The school runs a breakfast and after-school club.
- The most recent inspection of the school's religious character was in March 2016.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, a senior leader, subject leaders and the special educational needs coordinator.
- The lead inspector met with the chief executive of the Oxford Diocesan Schools Trust and the chair of the board of trustees. The lead inspector met with four local governing body members, including the chair of the local governing body. He also conducted a telephone call with the diocesan representative.

- The inspectors carried out deep dives in reading, mathematics and history. For each deep dive, an inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of documentation relating to safeguarding and spoke with pupils and staff, including the designated safeguarding lead.
- Inspectors took account of the 27 responses to the online survey, Ofsted Parent View, and the free-text comments from parents and carers. They also took account of the views of staff through the 14 responses to Ofsted's staff survey and of pupils through the 55 responses to Ofsted's pupil survey.

Inspection team

Richard Blackmore, lead inspector Ofsted Inspector

Kimberley Kemp Ofsted Inspector

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