

Inspection of Henry Hinde Junior School

Cornwallis Road, Bilton, Rugby, Warwickshire CV22 7HN

Inspection dates: 8 and 9 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are happy coming to this rapidly improving school. The principal, following her appointment, rightly identified behaviour and pupils' attitudes to learning as the priorities for improvement. Following significant staffing changes, improvements to the quality of teaching and to the physical environment, pupils now learn well.

Pupils feel safe in school. They do not feel that bullying is a problem. They know that, should it happen, staff will deal with it. Behaviour in class and around school is good. Pupils and parents commented on the improvement. Staff use the new behaviour policy consistently. Staff manage any low-level disruption well. Learning happens without interruption. Pupils are polite, friendly and welcoming.

Leaders have high expectations of, and for, all pupils. Leaders want pupils to enjoy and be enthusiastic about learning. They have thought about the learning experiences pupils need to be successful in the future. As a result, pupils are positive about learning and want to learn more.

Pupils have opportunities to take on roles in school. Enthusiasm about joining the choir and choosing what to sing is high. Year 6 enjoyed their recent residential trip. The school supports charities such as Children in Need.

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

Leaders have rightly focused on ensuring that pupils read well, widely and with enjoyment. They have invested in developing the school library and purchasing new resources. Leaders have developed comprehensive, coherent plans outlining novels to be read in each class, vocabulary and grammar learning opportunities. These plans are successful.

Leaders have recognised the need to support pupils who do not find reading easy. They have purchased a new phonics scheme. Staff have received training in order to deliver the programme. Interventions focus on teaching and revisiting the sounds pupils need to know in order to read with increasing fluency. The assessment of pupils' progress over time is at an early stage. Leaders have secure plans in place to enhance how they assess and make use of the findings to ensure that all pupils do well. By the end of Year 6, most pupils read well for pleasure and research. For example, one Year 6 pupil told an inspector, 'I'm enjoying reading this classic novel; it was my grandad's favourite.'

Leaders have created a clear direction for the development of all subjects. This helps teachers know what to teach and when. Development is at a more advanced stage in subjects such as English, mathematics and science. Leaders have identified the building blocks of these subjects, and they check how well staff use them. Pupils are learning well and making progress. They present work conscientiously. Teachers consistently apply the new marking policy to help pupils improve.

Many other subject leaders are new to the school. They are developing their subjects coherently. However, their work is at an early stage. These middle leaders have not yet had opportunities to check how well teachers teach or if pupils know and remember more over time in those subjects.

Pupils enjoy sharing 'Exhibition Weeks'. They showcase their learning to their parents and visitors. Pupils take pride in these opportunities. Parents enjoy celebrating their children's success.

Historically, provision for pupils with special educational needs and/or disabilities (SEND) was poor. Leaders have taken steps to better identify and assess pupils with SEND. Leaders give staff support to ensure that they adapt learning to meet the needs of these pupils. However, leaders know that there is still more to do. Plans are in place to develop staff knowledge and skills further. Leaders include pupils with SEND in all activities. They can apply for roles and responsibilities.

Leaders ensure that pupils learn about the world they live in, different faiths and cultures. The school values are well known by pupils, and they see them as important.

Teachers at an early stage in their career feel well supported and happy in school. Staff say they feel well supported by school leaders and the multi-academy trust.

Safeguarding

The arrangements for safeguarding are effective.

School leaders take their safeguarding responsibilities seriously. They know the pupils and their families well. Relationships are developing, creating trust between the school and parents.

Leaders and staff follow up any signs of concern. Staff know what to look for and how to report their concerns. Leaders work well with other agencies to get the support that pupils and families need.

Pupils learn how to keep themselves safe when online. The curriculum ensures that pupils receive the knowledge and skills they need to keep themselves safe.

Leaders of the trust ensure that all pre-appointment checks happen before staff join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are still at an early stage of development. This means leaders cannot securely identify how well pupils know and remember more over time in

those subjects. Leaders should ensure that all subjects are swiftly developed so that they are coherently sequenced.

- Some subject leaders are very new in post and have not had the opportunity to monitor and evaluate their subjects. As a result, leaders cannot accurately identify how effectively the desired curriculum is implemented or its impact. Leaders should ensure all subject leaders are able to evaluate and enhance their subjects.
- The support for some pupils with SEND is not as well targeted as it could be. Leaders do not know if these pupils are making as much progress as they could. Leaders should evaluate the support they offer teachers to meet these pupils' needs.

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	140372
Local authority	Warwickshire
Inspection number	10241248
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	Board of trustees
Chair of governing body	Dawn Kirby
Principal	Jennie Nurse
Website	www.henryhindejunior.co.uk
Dates of previous inspection	21 and 22 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.
- The school joined Transforming Lives Educational Trust, a multi-academy trust, in January 2019.
- The principal was appointed in April 2021.
- The assistant principal was appointed in January 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the principal, assistant principal, other leaders within the school and teaching staff. The lead inspector also met with two members of the academy improvement management board, one of which is the chair of the

board, two trustees of the multi-academy trust and the CEO of the multi-academy trust.

- An inspector met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors watched pupils' behaviour in class and at other times during the day and spoke with parents, staff and pupils about behaviour.
- An inspector spoke with parents at the end of the school day. Inspectors also considered responses, including free-text comments, to the Ofsted Parent View online questionnaire.
- Inspectors studied the school's website and public information.

Inspection team

Tina Willmott, lead inspector	Ofsted Inspector
Julie Griffiths	Ofsted Inspector
Dawn White	Ofsted Inspector

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