

# Inspection of a good school: Hanborough Manor CofE School

Riely Close, Long Hanborough, Witney, Oxfordshire OX29 8DJ

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Inspection dates: 23 and 24 May 2023

## Outcome

Hanborough Manor CofE School continues to be a good school.

## What is it like to attend this school?

Leaders' vision to 'nurture, educate and inspire' pupils is lived out in day-to-day life in this school. Everyone wants the best for pupils and all are encouraged to shine in their own unique way. As one pupil explained, 'It would be boring if we were all the same.' Pupils achieve well, enjoy learning and are keen to do their best.

The school is a happy, cohesive community. Pupils get on well with each other and their teachers. They describe their school as friendly and caring. Pupils appreciate that the school's 'ready, respectful, safe' rules are there for everyone's well-being and safety. They learn the importance of treating others as they would wish to be treated.

Pupils are encouraged to be active citizens and take on leadership roles such as play leaders, prefects or school councillors. Many happily give up their time to help and support others by organising lunchtime activities. A wide range of special events foster pupils' sense of belonging and community spirit.

Musical performances and sporting competitions enhance pupils' enjoyment and learning. Older pupils enthuse about the adventurous activities they encounter on their residential visits, including climbing, caving and kayaking.

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

Following a period of turbulence in staffing and leadership, new leaders have brought stability to the school and established a new sense of direction. Staff and parents speak warmly about the positive changes the headteacher and deputy headteacher have made. Leaders have carefully balanced their ambition to make improvements with their consideration for staff well-being and workload. This has ensured that changes have been manageable, sustainable and implemented effectively. Staff enjoy working at the school and feel well supported.

Leaders have designed a broad and interesting curriculum that is aligned with the content of the national curriculum. In most subjects, leaders have thought carefully about what they want pupils to learn from early years through to the end of key stage 2. Typically, content is revisited and built on logically. This enables pupils to acquire new knowledge and deepen their learning. However, this is not fully the case in a minority of subjects, including history and geography. In these subjects, leaders have not made explicit what pupils need to learn and remember and the concepts that staff need to emphasise. Therefore, the impact of the curriculum on pupils' learning in these subjects is not as strong as in other subjects.

The school's new phonics programme is proving to be successful and reading is taught well. Books are matched accurately to the sounds that pupils are learning. This helps them to gain confidence and develop their fluency. Leaders have also revamped the texts that support pupils' comprehension and vocabulary. From Reception to Year 6, high-quality texts now form the backbone of the English curriculum. Visits from published authors further enhance pupils' reading knowledge and enjoyment. Overall, most pupils are doing well. However, a small number of pupils still require support to become fluent, confident readers. Leaders are rightly providing these pupils with intensive support.

Teachers generally explain and model new concepts well, introducing new content step by step. They successfully 'hook' pupils into learning and spark their curiosity. Typically, teachers begin lessons with a recap and time to consolidate knowledge and skills. They are adept at noticing and addressing gaps in pupils' knowledge. In most subjects, teachers plan activities that build on and deepen pupils' learning. However, in a few subjects, this is not consistently the case. Sometimes, teachers plan activities that do not support pupils' learning as well as they intend. In some foundation subjects, staff occasionally focus on engaging pupils, rather than securing important learning points.

As soon as children join Reception, teachers quickly identify any children who may have underlying needs and who need additional support. Leaders have put in place a clear 'plan, do, review' approach to support pupils with special educational needs and/or disabilities (SEND). They work in close partnership with parents and enlist the expertise and support of other agencies to ensure that pupils get the right support. When needed, teachers adapt lesson activities and resources so that all pupils can access the curriculum.

Leaders provide many opportunities for pupils to learn to play a musical instrument and engage in music making. Regular forest school sessions help pupils to explore the natural environment and develop their teamwork skills. Pupils enjoy a range of sporting clubs on offer. Leaders are currently working to widen the scope of after-school activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority at this school. Staff and leaders know pupils well and quickly notice if something is not quite right. Leaders know when concerns need to be referred to external agencies and do so without delay. They quickly put support in place for any pupils and families who need help. The curriculum helps pupils to learn how to identify

risk, including when online. Pupils know to speak to a trusted adult if they have any worries. Trustees and governors have established strong systems to enable them to maintain effective oversight of safeguarding.

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

### **(Information for the school and appropriate authority)**

- In a minority of foundation subjects, leaders have not been clear enough about the most important things they want pupils to learn and remember. This means that staff do not have enough guidance about what they need to teach and what is important to check that pupils have remembered. As a result, pupils are not building their knowledge consistently well enough or making meaningful connections with what they already know. Leaders need to make more explicit the most important concepts and knowledge pupils must learn and remember in these subjects.
- In some foundation subjects, teachers do not always design learning activities that align well with or help pupils to learn the intended curriculum. Pupils' attention is sometimes diverted to the activity and away from what they most need to learn and remember. Leaders should make sure that staff have the guidance they need to enable them to implement the curriculum fully effectively in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in June 2017.

## **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

<b>Unique reference number</b>	141053
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10241710
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Julian Soanes
<b>Headteacher</b>	Sarah Nickelson
<b>Website</b>	<a href="http://www.hanboroughmanor.co.uk">www.hanboroughmanor.co.uk</a>
<b>Date of previous inspection</b>	14 to 16 June 2017

## Information about this school

- Since the previous inspection, there have been many changes of staff and leaders. The current headteacher took up post in September 2021. The deputy headteacher and two other senior leaders joined the school in September 2022. The school manager, who is part of the senior leadership team, joined the school in January 2022.
- In 2021, a major building programme was completed to provide accommodation to cater for an increase in the pupil admission number from 30 to 45. This increased capacity reflects an expected rise in the number of primary school pupils in the local area following ongoing new housing developments.
- The school currently uses one registered alternative provider and one unregistered alternative provider.
- The school has a religious character as a Church of England school in the Diocese of Oxford. The most recent section 48 inspection took place on 7 February 2020. The next section 48 inspection will take place within eight years of the date of this inspection.
- The school manages a before- and after-school provision, 'Extra Time at the Manor', which is attended by pupils on roll at the school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in: early reading, mathematics and history. For each deep dive the inspector discussed the curriculum with leaders, visited some lessons, sampled pupils' work and spoke with pupils and staff. The inspector also heard some pupils read and sampled the curriculum in some other subjects.
- The inspector met with two trustees and four members of the local governing body, including the chair of the board of trustees and the chair of governors. She held a separate meeting with the chief executive officer and the trust's director of school improvement.
- The inspector held a telephone discussion with a representative from the diocese.
- To evaluate the effectiveness of safeguarding, the inspector met with the headteacher and spoke with pupils and staff. She reviewed a wide range of school documents and safeguarding records, including school's record of checks for staff and other adults in the school.
- The inspector visited the before-school morning club and observed lunchtime arrangements.
- The inspector took account of parents' views through their responses to the online survey, Ofsted Parent View, and parents' free-text comments. She also spoke with parents on the second day of the inspection.
- Meetings were held with the headteacher and deputy headteacher. The inspector also met with the leader for SEND.
- The inspector took account of staff's views during meetings with them and through their responses to Ofsted's confidential staff survey. The inspector gathered pupils' views through meetings, visits to lessons and during other times of the school day.

## Inspection team

Sue Cox, lead inspector

His Majesty's Inspector

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