

Inspection of The Hendreds Church of England School

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

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Lisa Rees. The school is part of Oxford Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Anne Dellar, and overseen by a board of trustees, chaired by Kathryn Winrow MBE.

This school was last inspected under section 5 of the Education Act 2005 seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 27 September 2022. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

The 'Hundreds spirit' pervades the school, embodying the values of respect, courage and kindness. Pupils are proud when staff notice them living out these values. They are equally thrilled when their classmates receive this important recognition. Pupils talk positively about helping one another and being caring. On the playground, older pupils undertake their role as 'watchdogs' with enthusiasm and dedication. They help to organise games and make sure that no one is left out.

Pupils enthuse about the residential trips they attend and the adventurous activities that these involve. The school makes sure that everyone gets to take part, broadening their horizons. In school, pupils are encouraged to join in with extra-curricular clubs, such as the weekly judo that all key stage 1 pupils enjoy attending. A calm and positive atmosphere is evident throughout the school. Pupils do not worry about the behaviour of others. They are confident that staff will sort out any fallings-out. Pupils understand the importance of the 'SAFE' rules when inside. They know that these help create a safe environment for everyone.

Pupils are eager to learn. There is a well-thought-through curriculum designed to meet the needs of the mixed-age classes. Pupils remember what they have previously learned and are keen to deepen their thinking.

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

Since the ungraded inspection last year, leaders have taken swift action to refine the curriculum. They have been resolute in their approach to ensure that pupils receive a high standard of education while maintaining the school's exceptional focus on personal development. There is now a clear sequence that identifies what pupils will learn throughout their time at the school. This begins in early years, where there are clear links to key stage 1 learning. The school has designed the curriculum with careful consideration of the mixed-age classes. Leaders know that there is still some work to be done to ensure that all pupils learn the intended content as deeply as possible by the time they leave Year 6. Staff have strong subject knowledge. This helps them to deliver the intended curriculum well, designing activities to meet pupils' needs. Sometimes, however, staff do not check that all pupils have understood the content or how to complete the task successfully.

The school has a sharp focus on knowing each pupil and treating them as individuals. This builds into the school's strong culture of inclusion. The school ensures that support is in place for pupils who need it. This includes, but is not limited to, those with special educational needs and/or disabilities (SEND). The school arranges this additional support as soon as staff notice that a pupil may need some extra help to learn the intended curriculum. There are robust systems in place to support the identification of pupils with SEND.

The importance of pupils learning to read is at the forefront of decision-making. Reading is taught effectively by highly trained staff. Pupils enjoy their phonics

sessions. Catch-up sessions are helping pupils to keep up with their peers, and additional support is in place for pupils with SEND. Pupils talk happily about the books they have read in class and at home.

Pupils' personal development is woven exceptionally well through all that the school does. It is integral to the curriculum, through which pupils learn the importance of tolerance, celebrating what makes us unique and key concepts such as personal space and how to be healthy. Everyone recognises how important the school ethos is. The school's vision of 'Value who we are and who we can become' applies to the whole school community. Pupils with SEND are actively included in all parts of school life. Pupils develop their leadership skills throughout the school by being members of the school council and collective worship ambassadors. Older pupils are all house captains and Year 6 pupils take their buddy roles seriously. This helps the 'tiddlers' settle into early years and learn the routines of school life. Pupils also develop their appreciation of the local community through their visits to a local care home.

Relationships in school are based on mutual respect. Pupils understand the importance of this and know that staff have high expectations of their behaviour. Pupils are keen to exceed these expectations and to be positive role models for others too. The routines for school life begin in early years, where children learn the importance of listening, taking turns and sharing. As a result of the consistent approach towards behaviour, pupils across the school learn in a purposeful environment. This consistency extends to social times too, when pupils play together harmoniously.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, work to refine the curriculum for the mixed-age classes is ongoing. There is still work to be done to make sure that the content enables pupils to build knowledge in all curriculum areas. As a result, some pupils do not achieve as deeply as they could across all areas of the curriculum. Leaders need to ensure that the curriculum in all subjects is equally well structured and coherent.
- In some lessons, adults do not check to make sure that pupils have understood important concepts. Pupils do not always know what they need to do to complete tasks and activities. This means that pupils do not always learn as well as they could. Leaders need to ensure that all staff understand and adhere to the expectations around assessment and checking so that pupils can be supported to complete activities and learn the intended content.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140473
Local authority	Oxfordshire
Inspection number	10288039
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	139
Appropriate authority	Board of trustees
Chair of trust	Kathryn Winrow MBE
CEO of the trust	Anne Dellar
Headteacher	Lisa Rees
Website	www.hendreds.oxon.sch.uk
Date of previous inspection	27 September 2022, under section 8 of the Education Act 2005

Information about this school

- The headteacher commenced her post in February 2022.
- The school is part of Oxford Diocesan Schools Trust.
- The school is a Church of England school in the Diocese of Oxford. The last inspection of the school's religious character was in March 2016.
- The school does not currently use any alternative provision.
- The school runs an on-site breakfast and after-school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher and the assistant headteacher. They also met with other school leaders, staff and pupils.
- The lead inspector met with four governors, including the chair of the governing body. She spoke with the CEO from Oxford Diocesan Schools Trust and the chair of trustees. She also spoke with a representative from the Diocese of Oxford.
- The inspection team carried out deep dives in early reading, history and science. For each deep dive, the 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.
- The inspectors also looked at books, visited a sample of lessons and spoke to leaders about early mathematics.
- To inspect safeguarding, the inspection team checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspectors also talked to a range of staff and pupils informally.
- The inspectors considered the responses to the confidential staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The inspectors took account of the 56 responses to Ofsted Parent View and the additional 41 free-text comments. An inspector talked with some parents and carers on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspectors reviewed a range of documentation, including the school development plan and school self-evaluation.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Daniel Botting

His Majesty's Inspector

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