

Inspection of Henley-In-Arden CofE Primary School

Arden Road, Henley-in-Arden, Warwickshire B95 5FT

Inspection dates: 10 and 11 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The headteacher of this school is Kate Adcock. This school is part of Arden Forest CofE Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adam Walsh, and overseen by a board of trustees, chaired by Nick Moon.

What is it like to attend this school?

Pupils are proud to belong to this truly inclusive school. Staff know the children, parents and carers well. Their genuine interest and care make everyone feel welcome, and this enables the pupils to feel safe and happy and to thrive.

Since the COVID-19 pandemic, some of the published outcomes related to pupils' achievement have not been as good as the school would like. However, recent changes at the school have reinvigorated learning and pupils are now achieving well. There is a real buzz in the classrooms and pupils are enthusiastic learners. The school provides experiences and activities that enable all pupils to fulfil the school vision of 'living life to the full'.

Staff and pupils have built relationships based on respect and trust. Pupils are well behaved and are kind and considerate to each other. Older pupils care about the younger children. They play happily together, enjoying playground activities such as 'Wheelie Wednesday'.

Pupils benefit from trips to museums and local places of interest that help their learning come to life. The children in early years visit a local Chinese restaurant, and older pupils try adventurous activities on a residential trip. These experiences help pupils to develop their independence and prepare them well for the next stage of their education.

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

The school has designed a broad curriculum that successfully meets the needs of pupils in mixed-age classes. Teachers organise the learning well so that each year pupils build on things they have done previously. For example, in early years, children learn to use simple story maps to follow journeys in books. In Years 1 and 2, pupils then use this understanding of maps to plot their own journey to school using local landmarks. The curriculum includes plenty of opportunities to learn beyond the classroom. In geography, all pupils have opportunities to develop fieldwork skills. The youngest children spend time each week in forest school. Teachers follow up the things they learn outside with activities in the classroom. This helps the children to remember knowledge and develop skills.

Teachers have secure subject knowledge and design interesting activities. Pupils are proud of the work they produce. However, staff do not always check carefully that pupils have remembered previous learning before moving on to new content. This means that some gaps in pupils' knowledge are not consistently addressed.

The school is determined that pupils with special educational needs and/or disabilities (SEND) are happy and flourish here. Pupils with SEND achieve well because they get the support they need. The school is rightly proud of Tillman Lodge, which is a lively and friendly additionally resourced provision. Here, pupils with social, emotional and mental health needs learn in an expertly staffed,

nurturing environment. They successfully join the other classes for many aspects of school life and become more resilient and confident.

The teaching of reading is a high priority. This starts in Nursery, where staff support children to develop their language skills. Across the school, pupils read books that contain the sounds they know so they can concentrate on developing their fluency. Any pupil who needs more help with reading gets extra practice. This helps them to catch up. Older pupils are proud to take responsibility for maintaining the school library. Pupils know that reading is important, and the school inspires them to develop into confident readers.

Pupils have positive attitudes to their learning. The expectations for behaviour are clear and staff use a consistent approach to promote and reward good behaviour. This creates a happy environment for pupils to learn in. Pupils understand that some pupils may need additional support to help them maintain focus in lessons but they trust the adults to deal with this effectively. Pupils love coming to school and most pupils attend well. The school analyses trends in attendance effectively and provides additional support for pupils who do not attend regularly enough.

The school provides effective nurture and pastoral support for all pupils, including counselling for those who need it. Pupils who have received this support say it has really helped them. Pupils enjoy the leadership opportunities the school provides. This includes as school council members, librarians and play leaders. Pupils know that they are listened to by leaders and can make a difference to the school. For example, the introduction of 'Hot Chocolate Fridays' was the school council's idea to raise extra school funds. Pupils are clear that everyone is equal at Henley-in-Arden Primary School. They talk about the many ways in which people can be different and they understand that these differences are enriching and exciting. However, pupils do not get many opportunities to experience a range of cultures and other faiths first hand.

Leaders are highly aspirational for all pupils. Staff, governors and the trust share the same inclusive vision and keep pupils at the heart of decision-making. Governors are well informed and support the school effectively. Staff are proud to work here and are positive about the support they receive from leaders and the trust. Parents are overwhelmingly positive about the school. They value the approachable staff and nurturing approach. One parent, reflecting the views of many, said, 'There is a real team feeling between our family and the school.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, assessment is not used as effectively as it could be to check whether pupils have remembered previous learning. As a result, teachers do not always have a clear understanding of the gaps in pupils' knowledge, and some activities do not match what pupils know, allowing misconceptions to persist. The school should ensure that assessment is used effectively to check the right things at the right time in order to ensure that pupils can use and build on previous learning.
- The school has not provided pupils with enough opportunities to experience first hand the richness and diversity of different cultures in modern Britain. As a result, pupils do not have a detailed-enough knowledge of different faiths and cultures. The school should ensure that pupils have opportunities to learn about other cultures in a meaningful way to develop their understanding of the cultural diversity of modern Britain.

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	140135
Local authority	Warwickshire
Inspection number	10322858
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	125
Appropriate authority	Board of trustees
Chair of trust	Nick Moon
CEO of the trust	Adam Walsh
Headteacher	Kate Adcock
Website	www.henleyinardenprimary.org.uk
Dates of previous inspection	2 and 3 October 2018, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England voluntary-aided academy and is part of the Diocese of Coventry. The school's last section 48 inspection was in June 2016. The next section 48 inspection will take place within the prescribed period.
- The school operates an additionally resourced provision, Tillman Lodge, for a maximum of 14 pupils with social, emotional and mental health needs.
- The school does not make use of any alternative provision.
- The headteacher took up post in September 2023.
- The school operates a breakfast club and an 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the CEO of the trust, the headteacher, the assistant headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspectors spoke with groups of staff and took account of the views shared through the staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. An inspector spoke informally with parents arriving at school.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Julie Griffiths

Ofsted Inspector

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