

Inspection of Hanwell Fields Community School

Rotary Way, Banbury, Oxfordshire OX16 1ER

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Alex Pearson. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir John Coles, and overseen by a board of trustees, chaired by Christian Brodie.

What is it like to attend this school?

Pupils thrive in this nurturing school. Compassion and kindness are at the heart of the school community. Pupils know that they are safe and there is always an adult who helps them if they have any worries. The school values, such as 'respect', 'enthusiasm' and 'creativity' are demonstrated often by pupils, including the youngest children who are excited to share and discuss what they have learned.

The school sets high expectations of pupils academically. Pupils understand the importance of achievement and aspiration. They value hard work and achieve well. Pupils know that the school rules and routines keep them safe and prepare them well for life beyond school. They act with maturity during playtimes, with pupil leaders ably reinforcing positive behaviours such as 'calm corridors' and 'star sitting'.

An excellent programme of enrichment and wider development ensures pupils have opportunities to flourish and find new interests. They are proud of their school and enjoy representing it during inter-school tournaments, such as rugby, orienteering or the popular 'Story Slam'. Pupils develop into responsible and confident young people, ready for their next steps. They, rightly, know that 'the school gives us all the education that we need'.

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

Pupils learn a curriculum that builds ambitiously year-on-year from Nursery to Year 6. The school has a detailed understanding of the barriers that some pupils face, including pupils from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND). There are rigorous processes to identify pupils' needs and put in place high-quality support. As a result, pupils with SEND achieve well and benefit from learning alongside their classmates, whenever possible.

In the early years, staff expertly model new language. They encourage children to use and practise new words. Children develop an impressive understanding of the world around them, as well as knowledge of early mathematics and reading. The environment in the early years is vibrant, exciting and purposeful. Children demonstrate remarkably sustained concentration as they tackle activities that develop their fine motor skills and vocabulary. They excel socially and academically, preparing them exceptionally well for key stage 1.

Reading is woven into school life. The frequently used school library is alive with interesting and thought-provoking books. The school environment promotes and celebrates stories and poems about different cultures and values. Pupils love reading and see the purpose in learning to read. Phonics is taught expertly so that pupils become fluent readers quickly. If pupils begin to fall behind, this is identified quickly. Targeted intervention is put in place to help pupils catch up rapidly.

Across the curriculum, staff have strong subject knowledge and introduce new learning well. Classroom activities are designed to challenge pupils to think deeply and creatively. The school has previously identified that more pupils could achieve to a high standard in reading. Subsequent rapid work by the school, to refine how pupils are taught and how they demonstrate understanding, means pupils are already developing greater expertise and sophistication in their work.

In lessons, prior learning is revisited often so that pupils remember what they have been taught. Staff use questioning frequently to check what pupils have understood. However, sometimes during whole class explanations and discussions, checking for understanding is not used as effectively as it could be. Occasionally, staff hear only from pupils who are most confident and fluent in their use of vocabulary. This means pupils' misunderstandings are sometimes not identified and some pupils are not afforded the opportunity to develop their fluency and oracy as much as they could.

Pupils behave well. Over the last two years, the school has embedded a new approach to managing behaviour. This has been highly successful. Pupils habitually behave with kindness and respect. They know how to disagree and debate, taught through assemblies and discussions about ideas like the 'question of the week'. The extensive 'enhanced curriculum' means pupils develop a strong moral compass and strength of character. The well-designed outdoor learning sessions teach pupils about nature, safety and teamwork. Leadership roles embed a sense of belonging across year groups. Pupil councillors meet to discuss how they can improve the school, such as expanding the sensory area and planting more trees. They care about each other, their school and the effect that they have on the wider world.

Leaders are methodical in their approach to continual improvements. Ideas are introduced with care, alongside considered training for staff. This means changes are implemented very effectively. The trust and governing body are highly effective in their roles, providing support and challenge as the school goes from strength-to-strength.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, staff do not check what pupils know and understand as effectively as they could. This means that some pupils do not have as much opportunity to practice using and embedding new knowledge. Additionally, when only the most confident pupils are asked to respond during class discussions, misunderstandings held by pupils are missed more easily and not addressed as rapidly as they could be. The school should ensure

that staff consistently and systematically check what pupils have understood when introducing new knowledge or checking prior learning.

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	137910
Local authority	Oxfordshire
Inspection number	10341704
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	Board of trustees
Chair of trust	Christian Brodie
CEO of the trust	Sir John Coles
Headteacher	Alex Pearson
Website	www.hanwellfieldscommunityschool.org.uk
Dates of previous inspection	9 and 10 July 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2022.
- The school is part of United Learning Trust.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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 has taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, senior leaders, staff responsible for pupils with SEND, staff and pupils.
- The lead inspector also met with representatives from the trust and the local governing body.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector took account of parents' responses to the online survey for parents, Ofsted Parent View, and parents' free-text responses. They also considered the responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Alexandra Aldridge-Gibbons, lead inspector	His Majesty's Inspector
Martin Dyer	Ofsted Inspector
Rachel Roberts	Ofsted Inspector

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