



Jenyns School

Inspection Report

Unique Reference Number 117087
LEA HERTFORDSHIRE LEA
Inspection number 279980
Inspection dates 19 September 2005 to 20 September 2005
Reporting inspector Ms. Ruth Frith LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Braughing
School category	Community		SG11 2QJ
Age range of pupils	4 to 10		
Gender of pupils	Mixed	Telephone number	01920821461
Number on roll	76	Fax number	01920824060
Appropriate authority	The governing body	Chair of governors	Mr.Clive Lankester
Date of previous inspection	Not applicable	Headteacher	Mrs. Maureen Gisby

Age group 4 to 10	Inspection dates 19 September 2005 - 20 September 2005	Inspection number 279980
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This newly constructed village school is smaller than average for its type. Many children come from homes whose socio-economic circumstances are favourable and the percentage receiving free school meals is below average. Children's attainment on entry varies quite considerably from year to year. Children in some year groups start school with knowledge and skills that are similar to those usually seen for four-year-olds and sometimes they are above. In other years, children show standards that are below average. Similarly, in some years, there are a considerable number of summer born children and far more boys than girls whilst in other years there is a more even balance. The percentage of pupils with special educational needs is below average. One child has a statement of special educational needs to support specific learning difficulties. The vast majority of pupils are from white British backgrounds. One child has English as an additional language but does not require specialist language support. After a period of significant change, the school has a stable staff and several new governors, one of which is the newly appointed chair.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which provides a stimulating and nurturing environment in which children do well. It provides good value for money. Improvement since the last inspection has been good, particularly since relocation to the new site which led to welcome improvements in accommodation. Teaching and learning are good because staff ensure lessons are interesting and the work builds systematically on previous learning. Consequently children achieve well and reach high standards. Their individual needs are met well so they become happy and enthusiastic learners. Children make a good start to their schooling in the foundation stage and progress well but there are no consistent procedures to record what they can do when they start school. Due to the considerable changes in the size and capabilities of each year's cohort, this is particularly important. There is a strong team spirit evident which ensures consistency of provision across this small school. The headteacher's high expectations ensure the school looks to the future, building on the best from the past. Staff accurately identify the school's strengths and have a good plan for future improvement. Inspection findings reflect those given by the school. Because of this, and the success of its previous work, the school has good capacity to improve further. The governors need to play an important role in these developments and are now in a position to be more fully involved.

What the school should do to improve further

- Develop an effective procedure for identifying children's capabilities when they start school so that their progress can be monitored more easily.
- Improve the role of governors in monitoring and determining the school's priorities.

Achievement and standards

Grade: 2

From a variety of starting points, children make good progress and achieve well. Children make good progress in the reception year because staff have a good understanding of how young children learn. By the time they reach the end of Year 2, standards in reading, writing and mathematics are generally above average. Staff are particularly effective in ensuring that pupils reach the national standard expected for their age but over the last two years have focussed more on encouraging pupils to reach a higher level than this, particularly in writing and mathematics. This work is bearing fruit. The school's records show that summer born children have not progressed as quickly as other children but staff are addressing this well by adapting the curriculum and their teaching. As they get older, children continue to do well so that by the time they leave school in Year 4, standards are again above average. Pupils with learning difficulties and disabilities achieve well because the support they receive from teachers and assistants is of a good quality.

Personal development and well-being

Grade: 2

Children's personal development is good. The calm atmosphere in the school helps children to settle and enjoy their education. The consistently high expectations of staff, together with a good range of strategies which recognise the children's strengths and set clear standards, result in children behaving extremely well. Children are too interested in what they are doing to misbehave. Children also echo the model presented by staff and care about each other. The successful 'buddy' system ensures that children can turn to others and learn how to work with children of different ages. Relationships across the school are exceptionally good. Children say Jenyns is a good school and this is reflected in their high attendance rates. Provision to develop the children's social and moral education is very good. Staff have recognised the need to develop spiritual and cultural education further to match this high standard. Children feel safe in school and have particularly good understanding of how to live a healthy life. This is a result of the good curriculum in science and physical education, and is confirmed at lunchtime when the vast majority of children eat a good quality cooked meal. The moving of the school to its new site was a major event for the community and the school's efforts in reaching out to community members has helped at this difficult time. Children are fully involved in a wide range of activities and work with community members well. They also have a good understanding of the wider community and are very well prepared for later life through their lessons and the standards they achieve.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Good improvements in the curriculum and the high quality accommodation and resources help teachers to plan interesting lessons. Consequently, children respond very well and work hard. Despite considerable teething problems with the new information and communication technology, staff remain enthusiastic and optimistic. Interactive whiteboards are used well to capture the children's interests and develop their learning. Planning has significantly improved and teaching is adapted to meet the individual needs within each class. Good attention is placed on those classes with mixed year groups so that all are challenged at an appropriate level. However, in the reception year this is made more difficult because there is not a consistent school procedure for identifying children's knowledge, skills and understanding on entry to school. Apart from this, the way staff assess children's work and progress across the school is good. Throughout, expectations are high and challenges are set. The expertise of assistants is used very well so that they make a positive contribution to children's learning. Teachers have identified differences in learning between girls and boys and use a good range of teaching methods to support these different learning styles.

Curriculum and other activities

Grade: 2

The curriculum for all children is good. It fully meets the national requirements, stimulates learning and helps children to progress well. The area for reception and Year 1 children is particularly well resourced so they can take full advantage of learning through discovery and investigation. The oldest children really enjoy their weekly French lesson and this helps them to become familiar with the expectations of staff in the middle school. Those in Years 3 and 4 have particularly good opportunities to develop their understanding of an unfamiliar area when they take part in a residential in Norfolk. This is very popular and children said they had great fun and learnt a lot. There is a good range of clubs and other activities considering the size of the school and age of the pupils. Visitors are warmly welcomed to share their knowledge and experiences with the children and this supports learning. Particularly good attention is placed on pupils' safety and health.

Care, guidance and support

Grade: 2

Staff care well for their pupils and good procedures are in place to guide and support them and ensure their safety. All these contribute to the school's ethos and provide a good example for children's first experience of school. Because of this, children become happy, confident learners who are keen to try new things, working very well with others or independently. Children's work is valued and this ensures that they understand what is expected of them and how they could improve. Staff are particularly effective at identifying individual needs and adapting their practice to ensure that children's experiences and work are appropriate. For example, the grouping of pupils according to their capability helps to raise self-esteem as children see themselves completing the work and doing well. Children support each other as was observed in the playground when they gathered around the 'Friendship Seat' to ensure that no-one was alone at playtime.

Leadership and management

Grade: 2

Leadership and management of the school are good overall. Aspects of this can clearly be seen in the way the school has successfully relocated to its new site without disturbance to the children's learning. The headteacher has been particularly effective at building a strong team of staff who have an agreed vision for the future based on the desire to do the best they can for the children. Because of this, and the previous good work, the school's capacity for improvement is good. The headteacher has high expectations and staff respond very well to these. Morale is high. Systematic monitoring and evaluation results in a clear understanding of what should be done next to improve the school and maintain high standards. Children's views are taken seriously and, together with those of parents, are helped to develop the school. The way the younger children were involved in creating their outdoor area was impressive. Leadership and

management of the key areas of literacy, numeracy, information and communication technology and special educational needs are also good. Members of staff with responsibility for these areas receive good support and training which help them to develop their professional roles so they become more effective. Governors have played a major role in the relocation of the school and this has taken up much of their time. Whilst they have managed to maintain all other aspects of their role at a satisfactory level with the support of the headteacher, they do not yet sufficiently get involved in monitoring and evaluation of the school's work and planning for the future. However, their knowledge, enthusiasm and commitment indicate a very good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me feel so welcome in your school and for the interesting chats we had. A special thank you to those children who volunteered to answer my questions and to those who talked to me in the playground and the dining hall. I saw lots of good things and particularly liked the following: - All staff work very well together as a team and want you to do as well as you can. They give you interesting work which helps you to do well, particularly in reading, writing and mathematics. - You enjoy school a lot and are keen to do good work. You like the clubs and many of you like using the P E equipment in the hall. - You behave very well and are kind to each other. - Staff look after you well. They listen to what you have to say and use some of your ideas to make the school better. - Mrs Gisby has worked hard to make sure that the school looks good and is a calm place in which to work. The staff enjoy teaching you. There are still things to do and the staff are excited about making the school even better. I am sure you will be interested and included in these developments. I expect that you are already using the new computer suite. - I have asked the staff to think of better ways of finding out what you can do when you start school. This will help them get a better idea of how well you are doing as you get older. - I have also asked the governors to think of some new ways in which they can help Mrs Gisby to run the school.