



# Hook Norton Church of England Primary School

Inspection Report

**Unique Reference Number** 123097  
**LEA** Oxfordshire LEA  
**Inspection number** 281400  
**Inspection dates** 3 May 2006 to 4 May 2006  
**Reporting inspector** Sean O'Toole AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Sibford Road
<b>School category</b>	Voluntary controlled		Hook Norton
<b>Age range of pupils</b>	3 to 11		Banbury OX15 5JS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01608 737379
<b>Number on roll</b>	247	<b>Fax number</b>	01608 737684
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Amanda Everitt
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mrs Stella Belgrove

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 3 May 2006 - 4 May 2006	<b>Inspection number</b> 281400
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school is located in an area of socio-economic advantage. Few pupils are eligible for free school meals. A low percentage has learning difficulties and disabilities. The vast majority come from White British backgrounds and none is at an early stage of learning English. Pupils start school with a wide range of abilities; overall, attainment on admission is above average. The school has accreditation as a Healthy School, and holds the British Council International Award, Eco status and the Football Charter.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

One parent summed up the views of many saying, 'The school excels in developing pupils into well-rounded individuals.' Inspectors agree with the school's assessment that it provides a good quality of education. Care and pupils' personal and social development are outstanding. Boys and girls were fulsome in their praise of lessons especially the opportunities to learn about life in other countries. A member of the school council summed it up, 'I like everything here, it's really fun and I wish the days were longer'.

Teaching is good and helps the pupils to achieve well, although marking does not always guide pupils on how to improve. Boys and girls attain very well in national tests. Standards have risen over the last three years to exceptionally high levels in mathematics and science. Pupils are highly competent readers but their progress in writing is uneven. Links between subjects are underdeveloped resulting in insufficient opportunities to use literacy skills across the curriculum. Although writing is often interesting and imaginative, some pupils' efforts are marred by incorrect spelling and poorly formed handwriting. Children in the Foundation Stage benefit from a lively curriculum and good teaching which enables them to achieve well.

The very effective headteacher has built a team of staff and governors who are ambitious for the pupils' academic and personal success. The school provides good value for money. Through rigorous analysis of data, and by taking account of pupils' and parents' views, the good leadership and management have developed a well-crafted plan which sets the correct agenda to build success. Issues raised in the previous inspection have been tackled and standards have risen, demonstrating the school's good capacity to improve.

### What the school should do to improve further

- Improve pupils' spelling and handwriting and increase opportunities for them to use their literacy skills more effectively across the curriculum.
- Sharpen marking so that pupils are clearer about what they need to do to improve.

## Achievement and standards

### Grade: 2

Boys and girls of all abilities and ages achieve well. Those with learning difficulties and disabilities are supported effectively and most attain average standards by the time they leave the school. More able pupils are set demanding work and thrive on challenge. One Year 6 boy said, 'The teachers make learning fun and this helps us to succeed.' Standards have risen since the previous inspection. The school's challenging targets are met because of skilful teaching.

Children in the Foundation Stage make a very good start, quickly becoming competent learners who thrive in their academic and personal development. This grounding provides the springboard for success in the Year 2 national tests where pupils attain

above average standards in reading, writing and mathematics. By the end of Year 6 standards in reading, mathematics and science are exceptionally high. Although standards are above average in writing, pupils' work is sometimes marred by weak spelling and untidy handwriting. Pupils do not use their writing skills effectively enough in other subjects. Progress is enhanced through the school's international links which provide a spur for work in information and communication technology (ICT) and geography.

## **Personal development and well-being**

### **Grade: 1**

Summarising her views of the school, one girl said, 'This school is a perfect place for anyone who wants to make friends'. Pupils have outstandingly positive attitudes to the school and relish the wide ranging opportunities provided to promote high levels of spiritual, moral, social and cultural development. They have an excellent appreciation of and respect for worldwide communities. Strong commitment to supporting charities, heightened awareness of environmental issues and firmly held views about justice and fair play contribute excellently to creating a harmonious school. Pupils' behaviour is exemplary.

Pupils thoroughly enjoy school which one boy described as, 'Buzzing with excitement and learning'. Attendance is very good. Pupils make well-informed choices; they enjoy healthy food options, take responsibility on the fruit stall and eagerly participate in physical activities. They are justifiably proud of their contribution to the local and wider communities through the orchestra and choirs. Pupils greatly value the school's Christian heritage. Pupils' good achievement in basic skills and mature and responsible attitudes prepare them very well for the next stage of their education. They eagerly participate in decision making through the school council and monitor the school's energy consumption. The emphasis on developing friendship through the buddy system and play leaders helps to ensure that all are included.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Pupils work hard and with enthusiasm. Lessons are calm and purposeful and pupils say that, 'Although the work is sometimes hard it is always explained'. Thorough planning and preparation linked to the very good use of resources, especially ICT, underpin most lessons and bring learning to life. In an excellent science lesson in Year 2 the teacher capitalised on the pupils' enthusiasm and used pond-dipping to extend their observational skills and knowledge.

Most lessons are challenging and pupils are clear about what they need to learn. Support staff provide well focused help to those with learning difficulties and disabilities. In an outstanding mathematics lesson in Year 4 the teacher stretched the pupils through demanding questions. She provided tasks which helped pupils to make

substantial gains in understanding complex number operations, moving learning on at a brisk pace. Teachers are good at prompting and encouraging with helpful comments. They regularly assess the pupils and keep useful records of progress. Although marking is conscientious it does not consistently identify the ways in which the pupils might improve. English and mathematics are taught well but there is room for improvement in promoting pupils' handwriting and spelling.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is inclusive and meets the needs of different groups well. There is good support for those with learning difficulties and disabilities. Basic skills are developed effectively although insufficient links are made between English and other subjects. Very good resources and a stimulating outdoor area enhance learning. The curriculum in the Foundation Stage promotes effective learning through practical activities. Pupils' personal development is promoted very well through a programme of teaching about relationships and the benefits and potentially damaging effects of drugs.

There are excellent enrichment opportunities and pupils enthusiastically attend the extensive programme of extra-curricular activities. They are highly appreciative of the links made with a school in Sweden and benefit much from learning French. Links, especially with local churches, enhance pupils' awareness of the community. One parent said, 'I have nothing but praise for the community ethos... and the real sense of belonging'.

## **Care, guidance and support**

### **Grade: 1**

Outstanding levels of care, guidance and support underpin the school's work. This is a place where every child matters. Robust procedures for child protection and good attention to detail in promoting safety ensure that all are well cared for. Where appropriate outside agencies effectively support the school in meeting the needs of those with learning difficulties and disabilities.

Good assessment procedures enable the staff to keep track of pupils' progress and to set challenging work. Parents are kept well-informed of their children's academic and social progress and almost all are highly appreciative. One parent summed it up saying, 'The teachers put the welfare and well-being of the child first... showing great sensitivity'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has made a substantial contribution to improving standards and provision. The strong and purposeful ethos is highly prized by parents and their children. One parent wrote, 'Under the leadership of the headteacher the school has become a modern, progressive and successful place'.

The headteacher provides incisive leadership and has built a competent and well focused team. The staff, ably supported by the strong governors, have tackled the issues raised in the previous inspection report. Leadership of the subjects has improved although more remains to be done to link literacy with other subjects and to secure consistency in marking.

Staff and governors take good account of parental opinion and respond to suggestions made by the school council. This inclusive approach has brought improvements to school meals and the outdoor play areas. As one girl said, 'Adults all listen to us and follow up our suggestions.' The school's self-evaluation is accurate and used perceptively to identify areas for development. Emerging issues are tackled systematically. The governors provide a firm steer for school improvement and keep a watchful eye on developments, holding the headteacher and staff to account. There is no sense of complacency and this has brought improved test results and more consistent teaching and achievement across the school. As a result, the school is well placed to build on its success.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Pupils

Thank you for all the help you gave us when we came to visit your school. We enjoyed our visit very much. We were very impressed by the way in which you go out of your way to make visitors welcome. Like you, we think the school is good and some aspects of its work are outstanding.

Everyone seems to behave exceptionally well and it was delightful to see the friendly way in which you played together and made sure that everyone was included. Quite rightly, you are very proud of the links you have with schools in other countries. You obviously enjoy coming to school. It was great to see so many of you involved in activities outside of lessons and also to see that you take learning seriously. Because you work hard and listen attentively you are very successful in learning new things. You are especially good at mathematics and science and it is clear that most of you love reading. We think that you could do a bit better in your writing. Many of you write interesting stories and accounts but sometimes your spelling is incorrect and your work is spoilt by untidy handwriting.

Your teachers obviously care about you and many of you said how much you appreciate all they do. Most of the lessons we saw were good and a few were outstanding. Although your teachers are good at giving advice, the way they mark your work does not always make it clear what you need to do to improve.

Mrs Willman and I wish you every success in the future.

Sean O'Toole

Lead Inspector