



Hanborough Manor CofE School

Inspection Report

Unique Reference Number 123120
Local Authority Oxfordshire
Inspection number 281406
Inspection dates 7–8 November 2006
Reporting inspector John Earish

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

Type of school	Primary	School address	Riely Close
School category	Voluntary controlled		Long Hanborough
Age range of pupils	4–11		Witney OX29 8DJ
Gender of pupils	Mixed	Telephone number	01993 881446
Number on roll (school)	190	Fax number	01933 880011
Appropriate authority	The governing body	Chair	Mrs Jo Rockwood
		Headteacher	Miss Sarah Kerswell
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 7–8 November 2006	Inspection number 281406
--------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is located in the village of Long Hanborough near Witney. It was formed six years ago from the amalgamation of the former infant and junior schools and has not been previously inspected. The school serves families from a variety of social backgrounds, with a number of pupils from advantaged homes. Almost all are of White British heritage. The proportion of pupils eligible for free school meals is well below the national average. When children start school, their skills and abilities are broadly in line with those expected of four year olds. The proportion of pupils with learning difficulties and disabilities [LDD] is below that found nationally. The school has recently appointed a new headteacher. The school has recently become an Eco-school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hanborough Manor is a good school where personal development and well-being are promoted well. The overwhelming majority of parents support this view and believe it is a very thoughtful and friendly school. One parent wrote, 'They really care about the child 'as a whole person' and not just their SAT results'. Several parents wrote to express their admiration at the commitment of the staff to ensuring that all pupils enjoy learning and are happy at school.

Achievement is good and standards are above average. Pupils make a good start to their learning in the Foundation Stage and achieve the expected goals by the start of Year 1. Standards are well above average overall by the age of 11 years and have been so for several years. However, there are fewer pupils attaining the higher levels in writing at age 7 and 11 years than in mathematics and science. Pupils confidently use information and communication technology (ICT) in their lessons and reach good standards. Good achievement is rooted in the good quality of the teaching and learning which encourages pupils to work hard. Adults are skilled at increasing pupils' confidence and self esteem and at setting work that corresponds to the pupils' varying needs and abilities. The very best progress is made when pupils are given time during lessons to work independently, for example, on developing their own writing or when problem solving. However, such opportunities are not consistently provided and rapid progress is not sustained.

The curriculum is good. The use of ICT and initiatives such as the environmental project encourage pupils' enthusiasm for learning. However, opportunities for writing for different audiences and purposes are not fully exploited. Pupils' personal skills are promoted well and they have an outstanding understanding of healthy lifestyles. They particularly enjoy extra curricular activities, visits and events such as the residential visits.

Care, guidance and support are good. Pupils are well cared for and feel secure and happy. They enjoy coming to school and attend very well. The school has developed systems for judging and tracking how well pupils are doing and teachers use this information well to plan tasks and activities. Targets are shared with older pupils, but they are not always aware of what they mean, and this limits their understanding of what they need to do in order to improve.

Leadership and management are good. Effective leadership by the new headteacher is providing a clear direction to the work of the school, and is a significant factor behind the school's good capacity to make further improvements. It is well managed and runs smoothly. The effectiveness of some subject leaders in monitoring quality and standards of writing is under-developed and has resulted in some inconsistent progress.

What the school should do to improve further

- Develop the monitoring activities of subject leaders to improve the range, quality and presentation of pupils' writing.

- Ensure that all pupils are aware of their targets so they clearly understand what they need to do to improve their work.
- Provide more opportunities for all pupils to work independently.

Achievement and standards

Grade: 2

Children start school with skills and abilities that are similar to those found nationally. They achieve well, and reach the goals that are expected by the start of Year 1. Standards are well above average by the time pupils leave school, and have been so for a number of years. Good value is added between the ages of 7 and 11 years. However, the numbers of pupils achieving the higher levels in writing is not a good as in other subjects. Throughout the school, pupils are confident speakers but their written work in exercise books does not always reflect this, as is often marred by untidy presentation. The school is on course to meet its challenging targets this year, including more able pupils in line to reach the higher level 5 in English. The very few pupils from minority ethnic groups settle well into school life and achieve well. Those with learning difficulties and disabilities receive very well focused support, and also achieve well. Standards in ICT are good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The quality of relationships is very good and pupils feel safe in school. They have few concerns about bullying and are confident that the school deals with any incidents quickly and effectively. The School Council reflects the pupils' strong sense of responsibility for each other. As one member of the Council observed, 'We are here to help all of the children in the school and make them happy'. Attendance is very good. Pupils behave well, enjoy lessons and have sensible attitudes to their work. They willingly and diligently take on a range of responsibilities which supports the smooth running of the school. They are also involved in the local community through, for example, helping organise the Lunch Club for older villagers. Pupils' understanding of how to live healthy lives is outstanding, and they benefit from the good opportunities provided by the school for exercise and sport. Pupils rapidly acquire literacy, numeracy and ICT skills that will equip them well for later life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In all lessons the teachers make it clear what they want pupils to learn and carefully prepare tasks that take account of their different ages and abilities. As a result, pupils make good progress and achieve well. Teachers make good use of a variety of teaching styles and embrace the new technologies well to make learning immediate and relevant. In some classes too many pupils are allowed to get away with poor presentation. There are examples of pupils making outstanding progress when given the opportunity to work independently at solving problems or developing their own ideas. However, these opportunities are not used consistently across the school and rapid progress is not sustained. Teachers use a very good range of strategies to support pupils with specific learning difficulties and those using English as a second language. This ensures all groups of pupils have full access to the curriculum and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and provides a good range of experiences that promote enjoyment of learning. Basic skills are taught effectively. Provision for children in the Foundation Stage is good with a good balance between work chosen by the teacher and activities selected by the children. ICT is used very well to support learning in all areas of the curriculum. Pupils say they find this enjoyable and it helps them learn. Opportunities for pupils to write in different styles and contexts are not always fully exploited in subjects other than English.

Pupils benefit from a well planned personal, social and health education programme and develop a strong sense of personal and shared responsibility through, for example, residential visits. A good range of lunchtime and after school clubs, including sporting, cultural and artistic experiences enhances pupils' learning and adds much to their enjoyment of school. In addition, there are strong links with the local community, including the emergency services, older villagers and churches, to enrich pupils' learning.

Care, guidance and support

Grade: 2

The school's procedures for child protection and identifying and dealing with potential risks are good. These systems help to ensure that pupils are kept safe and healthy. Support for pupils with learning difficulties and disabilities is very good, which ensures full access to the curriculum. As one parent commented, 'The Headteacher and her staff work hard to provide an excellent, positive and happy atmosphere for these children'. Similarly, the school provides good support for the very few pupils with English as an additional language

Individual pupils' achievements are celebrated and this helps raise their self esteem and confidence as learners. Procedures for monitoring academic progress have a positive impact on pupils' achievement. However, the sharing of targets for improvement with pupils is not consistent across the school, which limits pupils' understanding of how they should improve.

Leadership and management

Grade: 2

Good leadership and management have strongly supported the good existing provision, and pupils' good achievement and personal development. The new headteacher is successfully building upon these strengths. She has high expectations of what can be achieved, and has correctly identified areas for improvement. The senior management team know the school well and make good use of information gathered through their monitoring to guide its development. The evaluations are thorough and accurate. They are used well to set challenging targets for the school's performance and to develop aspects of teaching and planning to make it outstanding. However, there are weaknesses. The monitoring of some subjects, including literacy, is not yet sufficiently rigorous to ensure the quality, range, and presentation of pupils' writing is consistently good or better. Governors carefully monitor the work of the school and are good at holding it to account. They provide useful support for school initiatives and ensure that it meets its legal responsibilities. The many improvements since the amalgamation provide ample evidence that the school has a good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Following our visit to inspect your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. We enjoyed being with you, seeing you work and listening to your experiences and views.

There are lots of things that we liked about your school. Some of them are:

- You are able to learn in a very friendly and caring school.
- You behave well and you get on very well with each other.
- You listen carefully to what your teachers have to say and try hard in your lessons.
- The school council represents your views well and you all help the school to run smoothly.
- You all want to do well at school and are proud that you have recently become an Eco-school.
- You like all the clubs, visits and after school activities the school has organised for you.

We think that you are given a good education which prepares you well for the next stage of your learning. To make it even better, however, we are asking your teachers to give you more opportunities to work independently and help you understand more clearly how you can improve your writing and present it better. Teachers are also going to spend more time checking how much progress you are making, to help you learn even more.

Yours truly,

John Earish

Lead Inspector