



# St James Church of England School, Hanney

## Inspection Report

**Unique Reference Number** 123148  
**LEA** Oxfordshire LEA  
**Inspection number** 281412  
**Inspection dates** 21 June 2006 to 22 June 2006  
**Reporting inspector** Graham Lee AI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Causeway
<b>School category</b>	Voluntary controlled		East Hanney
<b>Age range of pupils</b>	4 to 11		Oxfordshire OX12 0JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01235 868232
<b>Number on roll</b>	94	<b>Fax number</b>	01235 868232
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Reverend Anthony Hogg
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs Jayne Snewin

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school serving a mixed, rural community. Pupil numbers are steadily rising and two thirds are boys. Whilst the percentage of pupils eligible for free school meals is below average, it has increased significantly in recent years. All pupils are of White British heritage. The proportion of pupils with learning difficulties has risen steadily and is broadly average. A much higher proportion of pupils have a statement of special educational need than is the case nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The inspector and school leaders agree that this is a satisfactory and improving school, with many good features. It has a strong Christian ethos in which every child really does matter and all pupils are welcomed and valued. As a result, pupils feel safe and secure and most behave well and really enjoy their education.

Pupils' achievements are satisfactory overall. Children make good progress in the Foundation Stage because of the challenging activities provided. The quality of teaching and learning is good in the mixed-age classes for Years 1 and 2 and Years 5 and 6, and pupils do well in these classes. In the Year 3 and 4 class, however, progress is slower because the teaching is inadequate and pupils are not sufficiently challenged or engaged. By the time pupils leave the school, standards vary but are broadly average in English and mathematics. The curriculum is good overall and outstandingly creative in many respects. The school makes excellent use of its outdoor environment to promote pupils' learning and this contributes to the high standards in science reached by pupils by the time they leave.

The school is well led by the headteacher who has created an effective and committed staff team. Staff know the school well and take effective action to secure improvements when necessary. The school has a range of assessment data, but now needs to use this more effectively to track pupils' progress and to set targets for improvement. Governors are supportive and involved. All key issues from the last inspection have been addressed and the school is well placed to make further improvements. It provides satisfactory value for money.

### What the school should do to improve further

- Improve the quality of teaching and learning in Years 3 and 4
- Use data more effectively to track pupils' progress and set challenging targets for improvement.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory overall. When they begin school, children have skills and understanding that vary considerably from year to year but are broadly average overall. They make good progress because of the stimulating activities provided for them. By the time they move into Year 1, most reach the goals set for children of that age and a few exceed them.

In Years 1 and 2 pupils continue to make good progress because of good teaching and a curriculum carefully designed to meet the needs of the wide range of ages and abilities in the class. As a result, standards are improving. Progress slows in Years 3 and 4 because expectations are lower, but accelerates again in Years 5 and 6 where the teaching is of good quality. When pupils leave the school, standards in English and mathematics are broadly average but vary from year to year because the

performance of each child can have a disproportionate effect on the overall results. This also has an impact on targets, for example in 2005 targets were missed by some margin because a few more able pupils did not do as well as expected. Standards are high in science because pupils develop real enjoyment of the subject through the practical and exciting way it is taught. Those with a wide range of learning and social and emotional difficulties make good progress because they feel valued and receive very good support.

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

### **Grade: 2**

Pupils' personal development, including the social, moral, cultural and spiritual dimensions, is good. They enjoy everything that school has to offer and this is evident in their good levels of attendance. Most pupils behave well and are keen to do their best, although some boys find it difficult to settle at times when expectations are lower. Pupils work well independently and cooperate effectively at other times.

Learners know how to keep safe and treat each other with respect. They are confident that adults will resolve any difficulties they may have. They are aware of the importance of leading a healthy lifestyle and many take advantage of the very good range of sports activities on offer. Healthy choices are not always reflected in lunchboxes, however.

Pupils make an outstanding contribution to their own school community. At lunchtimes older pupils act as 'playleaders' for the younger ones who really enjoy the games that are organised. Pupils in the Eco-School council demonstrate a real awareness of environmental issues through, for example, monitoring energy consumption in the school and tackling litter problems. They take a real delight in the 'wild area' and one pupil commented, 'All creatures are important to us and we must look after them.' They are also involved in the church and other local events, and organise fund raising events for a range of charities. Pupils are well prepared for secondary school and the world beyond through their sound basic skills and well established learning habits.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning in the Foundation class and in Years 1 and 2 are very effective and offer challenging and exciting experiences for children which allow them make a good start to their learning journey. In Years 3 and 4, the teaching is inadequate because the management of pupils is not effective and expectations are not high enough. As a result, some pupils do not apply themselves well enough and do not make sufficient progress. Teaching in Years 5 and 6 is good and ensures that pupils' progress accelerates. The three teachers who share responsibility for the class complement each other effectively. Where the teaching is good, teachers plan skilfully to meet the wide range of abilities and ages in each class and use assessment effectively

so that pupils know what to do in order to improve their work. In one outstanding lesson on trees in the upper juniors, the teacher linked science and mathematics very effectively. Pupils identified their trees from 'key charts' and worked successfully in groups to estimate and measure their heights using a variety of techniques. The activities became progressively more challenging, and less able pupils were supported effectively by careful grouping arrangements and the support of a teaching assistant. All pupils thoroughly enjoyed the lesson and made excellent progress. Teaching assistants make a very good contribution to the quality of education, particularly for vulnerable pupils and those with learning difficulties.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall, with some outstanding features. It ensures that most pupils make sound progress in the development of basic skills, although less successfully in Years 3 and 4. It is particularly effective in supporting pupils with a range of social, emotional and learning difficulties. The curriculum is very creative which leads to pupils really enjoying their education. Different subjects are linked very effectively through themes such as 'An African Childhood' in Years 5 and 6. This helps pupils to see the relevance of their learning and develops their awareness of the lives of people in less developed countries. Information and communication technology is being used increasingly effectively to support pupils' learning in other subjects. The school makes full use of the outdoor environment in general and its excellent wild area in particular. The school's outstanding work on environmental issues has been recognised with a variety of conservation awards. The curriculum is also enriched through a good range of sports, drama and arts activities, as well as regular visits and visitors to the school.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support of pupils is good and a high priority for all members of staff. This promotes pupils' personal development very successfully. The school is welcoming for new pupils. Vulnerable children and those with learning difficulties are particularly well looked after. The school makes good use of the expertise of a range of outside agencies to support these pupils. The school enjoys a fruitful partnership with most parents. One commented, 'There is a welcoming and friendly atmosphere throughout the school.' There are good systems for monitoring pupils' academic progress, although the use of performance data to support this work and to set challenging targets for improvement is not yet sufficiently robust. Arrangements for the safeguarding of pupils are fully in place and understood by all members of staff. All potential risks are carefully assessed to ensure that the school provides a safe environment for pupils.

## Leadership and management

### Grade: 3

The leadership and management of the school are satisfactory overall, with some strong elements. The headteacher is a good leader who has established an effective staff team committed to raising achievement and providing a creative and exciting curriculum. At the heart of its work is the inclusion of every child within a strong Christian ethos. Each member of staff takes on a range of roles which they discharge conscientiously and effectively. Governors are enthusiastic and involved, and offer a good balance of support and challenge to the school.

The school knows itself well and successfully addresses identified weaknesses through its wide-reaching school development plan. For example, last year following weak test results in writing, school leaders identified the need to develop boys' skills and motivation in writing. This has been successful and resulted in improved progress this year. The school has put in a range of good strategies to improve teaching and learning and pupils' progress in Years 3 and 4, but these have not yet been successful. The school is beginning to use data more effectively to track pupils' progress and to set challenging targets for improvement. This work is not yet fully embedded. The school recognises that it needs to seek the views of parents more formally about aspects of its improvement.

The school has successfully addressed the key issues from the last inspection. Science, for example, a weakness at the time, is now a strength of the school. Through the drive and commitment of the headteacher, staff and governors, the school has good capacity for further improvement.

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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>	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	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>	2	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>	3	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	3	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	3	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

I am writing to thank you all for making me so welcome when I visited the school recently. You were all very friendly and helpful and I enjoyed meeting you. I thought you would like to know what I found out.

You are rightly proud of your school because it provides you with a sound education and there are many really good things going on. All staff look after you well and you all feel safe and well cared for. Teachers give you interesting things to do to help improve your work in as you move through the school. I was impressed with your behaviour and the way most of you always do your best. Some of you in Years 3 and 4 need to concentrate a little bit harder at times to help you to improve. You really enjoy the wild area, and I was very impressed by the way you look after the environment. You really enjoy practical work and you are doing very well in science. Those of you who find things a little bit more difficult are given lots of help and are also doing well.

The headteacher and all the staff work hard to make the school the happy and exciting place it is. They are always looking for ways to make the school even better for you. I have asked them to do a couple of things that I think might help. First, most of you receive good teaching and I have asked them to make sure that you all do. Secondly I have asked them check that you are all making good progress in all years as you move through the school and to set you all targets that will help you improve.

Yours truly

Graham Lee

Lead Inspector