



North Hinksey Primary School

Inspection Report

Unique Reference Number 123156
LEA Oxfordshire LEA
Inspection number 281414
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector John Earish AI

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

Type of school	Primary	School address	North Hinksey Lane
School category	Voluntary controlled		Botley
Age range of pupils	4 to 11		Oxford OX2 0LZ
Gender of pupils	Mixed	Telephone number	01865 248626
Number on roll	172	Fax number	01865 794330
Appropriate authority	The governing body	Chair of governors	Mr R Flavin
Date of previous inspection	28 March 2000	Headteacher	Mrs S Wheatley

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

North Hinksey is a popular school on the western outskirts of Oxford. Pupils come from a wide geographical area, including the villages of North and South Hinksey, and the western suburbs of Oxford City. Almost all are of white British heritage. The percentage of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties is also below average. The vast majority of staff have recently started at the school and are newly qualified.

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 that values all its pupils. The school has modestly assessed its own effectiveness as satisfactory, but given the good achievement it is clear that it gives good value for money. Pupils achieve good standards because they are well taught. Teachers know the pupils' needs well and are good at using what they know to ensure that learners make good progress in English, mathematics and science. The quality and standards in the Foundation Stage are improving and are now good. Effective use is being made of the new provision. Pupils are well supported by their parents and are eager to learn. Their personal development is good because they are well cared for at school and, as a result, feel secure and happy. The headteacher and her deputy provide very good leadership. They are exceptionally good at monitoring pupils' progress to ensure that the school meets its challenging targets. The newly qualified teachers are developing their leadership and management skills so they will be able to take on more of the responsibilities being carried by the headteacher and deputy. The school knows itself very well. The capacity to improve is very good and has been demonstrated in improvements in speeding up the rate of pupils' progress, especially those who are more able.

What the school should do to improve further

* Sustain the school's capacity for improvement by sharing leadership and management responsibilities more evenly amongst the staff.

Achievement and standards

Grade: 2

The pupils' attainment when they first join the school covers a range but, overall, it is average. The children settle well and enjoy their time in the reception class. They make good progress and almost all are likely to achieve the goals expected of them by the start of Year 1. Standards by the age of 7 years have been above average overall since 2001 but dipped last year. This was due to an unusually high proportion of children with learning difficulties. The work of pupils currently in Year 2 shows that standards are returning to the previous good levels. All groups of pupils are making good progress and achieving well. In recent years, standards achieved by pupils in English and science have been better than those in mathematics by the age of eleven. In addition, fewer brighter children were achieving the higher levels. The school was alert to this and the rigorous monitoring of the headteacher and local education authority has led to effective action to address underachievement. The impact is good and all groups of pupils are now achieving well. The school carefully tracks the progress of all pupils to help them reach their challenging targets, which helps ensure that no groups of pupils underachieve. The pupils with learning difficulties make good progress towards their targets because they are well supported.

Personal development and well-being

Grade: 2

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Most pupils enjoy their time in school, concentrate well and contribute enthusiastically to lessons. They respond well to their teachers' efforts to capture their interest, one Year 4 pupil saying 'they make lessons fun and don't just talk'. These positive attitudes have a significant impact on the progress they make and are reflected in the above average attendance rates and the excellent behaviour in and out of lessons. The pupils respond well to the very strong emphasis placed on their spiritual, moral, social and cultural development. They appreciate the opportunities to 'discuss things we are concerned about' in personal, social, health and citizenship education (PSHCE) lessons. The pupils respect each other's feelings and enjoy sharing achievements, for example, in assemblies. They have a good knowledge of cultures other than their own through, for example, themed weeks on Africa and Asia. They know about the importance of a healthy lifestyle and staying safe, make healthy choices at lunchtime and a wide range of playground activities engages them in exercise. Older pupils, in particular, take their responsibilities very seriously. Pupils of all ages have an active voice in shaping the school's direction through their school council, and make a strong contribution to their community. The good progress they make in literacy and numeracy prepares them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The teaching and learning are improving and are now good. As a result, standards are rising and the rate of progress made by the pupils is increasing, particularly in writing and mathematics. Lessons are planned carefully and teachers ensure they provide extra challenge for the more able and older pupils in each class. Of particular note is the very good provision for those pupils identified as gifted or talented and, as a result, these pupils achieve well. Similarly strong support is given to the pupils with learning difficulties or disabilities. The teaching assistants and teachers form an effective team to ensure that the needs of these pupils are met and they are able to make good progress. Planning in the Foundation Stage gives the children access to all areas of learning because good use is being made of the new provision. Across the school, strong emphasis is placed on ensuring that pupils of all abilities understand what they are expected to learn and this is reviewed at the end of lessons. Brisk and challenging questioning helps teachers to keep a check on the pupils' understanding and tackle any misconceptions. The teachers have high expectations of the pupils' capabilities and successfully capture their interest. Where weaknesses in the pupils' progress are identified, they are tackled enthusiastically. A very thorough system of assessing the pupils and tracking their progress has been embraced by the staff and is contributing to the improving picture.

Curriculum and other activities

Grade: 2

The curriculum is of good quality. It covers a wide range of interesting activities and experiences, which help the pupils achieve well. Detailed and regular monitoring has led to improvements to the mathematics curriculum and to broadening the range of writing across all subjects. The provision for information and communication technology has also improved and this means that teachers and pupils have far greater opportunities to use technology to enhance learning. For example, pupils have studied water use by analysing a data base and interpreting the results, using graphs and pie charts. The pupils' understanding of how to stay safe and healthy is highlighted in many activities including science, physical education and personal, social and health education. The school provides a good range of after-school activities and visits, which add to pupils' enjoyment and learning during their time at the school.

Care, guidance and support

Grade: 2

The school successfully places a high priority on providing care, support and guidance. This is reflected in the views of the vast majority of parents who say that their children feel safe. The pupils like their teachers and rightly appreciate their efforts to help them feel safe in and out of school. A close check is kept on their well-being and the pupils particularly appreciate the opportunity to use the 'worry boxes' in classrooms. They are taught how to take care of themselves and how to make healthy and safe choices. Health and safety procedures are effective and are reviewed regularly. Child protection procedures are good and there are good systems to support any pupils who are particularly vulnerable. Academic progress is monitored rigorously and, although some of the procedures are relatively new, this is already having a positive impact on pupils' progress. Support for those with learning difficulties and disabilities is good and contributes to their good achievement.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher and her deputy provide very strong leadership. They are exceptionally good at monitoring performance to ensure that the school meets its challenging targets. Their thorough understanding of the strengths and weaknesses of the school, particularly in terms of teaching and learning, has enabled them to take effective action to address the underachievement of some older pupils. Additionally, they have created a leadership team that is working with a common sense of purpose with clearly identified roles and responsibilities. The school's processes for self-evaluation are rigorous and take good account of the views of others. There is a clear sense of shared responsibility among all staff and governors to ensure that pupils do well. All teachers have a clear understanding of the part they each play in raising standards. They have made positive contributions to improving provision both in subjects and for specific groups of pupils. However, many are at a

very early stage of their careers which means a lot of responsibilities are carried by the headteacher and deputy. They are being well supported by the experienced staff in developing their leadership and management skills to enable them to take on more responsibility in the future. This will assist the school in sustaining its capacity for further improvement by sharing responsibilities more evenly. Governance is good. The governing body has recently been reorganised, and demonstrates a clear commitment to raising standards and ensuring that legal responsibilities are met. It has good systems to support and challenge the school and hold it to account. The new chair of governors visits the school regularly and provides considerable support and advice. The school's modest evaluation of its effectiveness reflects the high aspirations and expectations of the senior management. A significant feature is the emphasis placed on high expectations and challenging work for all pupils. This has contributed to an ethos where improvement is actively sought by all who value the school. There is 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	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	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	1	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

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

As you know, Mr Williams and I visited your school recently. Thank you all for being so welcoming, polite and helpful. We were glad to talk to some of you in lessons and in break times. We would also like to thank those members of the school council who told us about the school.

There are lots of things that we like about your school. Some of them are: * you are able to learn in a very friendly and caring school; you behave really well and get on very well with each other * Mrs Wheatley and the teachers are good at helping you to do your best * you listen carefully to what your teachers have to say and try very hard in your lessons * you are very friendly and you look after each other; you share with each other and don't leave children out when you play * your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better * the school council represents your views very well and the older children help the school run smoothly * you like all the clubs the school has organised for you.

Your headteacher and all of the other people who help run your school are working very hard at making sure that you get the very best education. They are always trying to make improvements. We have asked your headteacher and governors to explore ways for some of your teachers to find out more about how the school is managed and how they can help improve things even more. We enjoyed being in your school. We hope that in the future it is even more successful in helping you to do as well as you possibly can.