



Hagbourne Church of England Primary School

Inspection Report

Unique Reference Number 123168
LEA Oxfordshire LEA
Inspection number 281418
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Steven Hill AI

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		East Hagbourne
Age range of pupils	4 to 11		Didcot, Oxfordshire OX11 9LR
Gender of pupils	Mixed	Telephone number	01235813367
Number on roll	201	Fax number	01235817722
Appropriate authority	The governing body	Chair of governors	Mr J Harris
Date of previous inspection	7 February 2000	Headteacher	Mr R Jones

Age group 4 to 11	Inspection dates 11 October 2005 - 12 October 2005	Inspection number 281418
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average-sized one-form entry primary school. It serves the villages of East and West Hagbourne, which are just outside Didcot. Pupils' attainment when they start school varies from year to year, but is overall in line with that usually found nationally. Almost all pupils are of white British origin, and are fluent in English. The number of pupils with special educational needs is below average. The proportion of pupils entitled to free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school leaders that this is a good school. It gives good value for money, and has some outstanding features. Pupils thrive socially and make good progress in their learning. The school is a focal point of the local community, and is highly regarded. Provision in the foundation stage is good and young children get off to a good start in their schooling. Throughout the school, teaching is good and pupils achieve well in lessons. Standards are above average, particularly in English and science, and have improved recently in mathematics. As in most other schools, standards in writing, while good, are not as strong as in reading. Pupils' personal development is outstanding and they take a pride in their school. They behave very well and really enjoy the many exciting activities provided. There is excellent provision for pupils' views to be heard through the school council, and they play a genuine part in influencing decisions. Pupils benefit from an outstanding curriculum, with exceptionally good provision to study and participate in ecologically sound practices. There are strong links to different schools in other parts of the world, which widen pupils' experiences. Staff and governors work together effectively to ensure exceptionally good care and guidance for pupils. The many strengths stem from the outstanding leadership and management, and all staff contribute collaboratively to the school's positive ethos. Self-evaluation is good. Improvement since the last inspection has been good, and staff are keen to build on their success. The school is well placed to improve further.

What the school should do to improve further

In order to build on its success, and further improve standards in writing, the school should continue its current focus on pupils' speaking and listening skills.

Achievement and standards

Grade: 2

Pupils achieve well and standards are above average. The school sets challenging targets and pupils usually meet them. Most of the youngest children are likely to achieve the expected standards by the end of the foundation stage, and some will exceed them. By the time pupils reach Year 6, standards in English and science are above average, and have been for some time, although reading skills are stronger than writing standards. Speaking and listening skills are good, and are improving. The current concentration on speaking and listening is already proving effective in giving pupils a better basis for their writing. Standards in mathematics, while always satisfactory, have generally lagged behind those in English and science. Following a concentration on the subject, particularly over the last year, standards have risen in mathematics throughout the school. In 2005, pupils in Year 6 gained very high scores in national tests in all subjects, including mathematics. This shows exceptional progress by this group, from their average standards at the age of seven.

Personal development and well-being

Grade: 1

The school is a harmonious and hardworking community where the quality of pupils' all round development is outstanding. This begins in the foundation stage class, where children settle in quickly and happily, because of the sensitive induction programme. Mutually respectful relationships and very good behaviour are significant features throughout the school. Pupils are kind to one another, and feel safe and secure. They are confident in approaching friends and adults for help and support. Pupils' spiritual, moral, social and cultural development is very good. Pupils have very good attitudes to their learning. They are attentive, fully involved in lessons and thoroughly enjoy the wide range of experiences. Attendance is good. Pupils are proud of their school and enthusiastic about all the extra-curricular and enrichment activities available. The school council is an outstanding feature of the school. The elected members meet regularly to discuss issues and decide on improvements that can be made to life in school. Pupils are heavily involved in events both locally and further afield. Their concerns for the environment have led to links with international schools and the award of ECO Green Flag commendations. They are keenly aware of their responsibilities as global citizens. Pupils flourish in the school community and develop mature and responsible attitudes. They show respect for, and good understanding of, cultural and religious differences. They are clear about the benefits the school brings to their lives and the part that a healthy diet and exercise plays in their well-being. This, together with their mature attitudes, their good basic skills and their ability to work well in teams, means they are very well equipped for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good across the school and pupils achieve well. Expectations are clear, routines are well established and relationships are very good. As a result, pupils work hard, do their best to please their teachers, and behave well. Teachers provide interesting things for pupils to do and there is a strong emphasis on practical work, which pupils enjoy. Pupils have extensive opportunities to work collaboratively in pairs or in larger teams, and do this very well. Teachers' very effective use of interactive whiteboards in many lessons supports the clear explanations they give. This engages pupils' interest, and ensures they understand new ideas quickly and accurately. Teachers make good links between different subjects, and this makes learning more meaningful to pupils. Pupils are encouraged to give their opinions and do so confidently. They are happy to contribute to discussion even when they are unsure of the answer, because they know their ideas are valued. Pupils who struggle with their work get very effective help from support staff, so they are fully included in all lessons. Teachers give clear feedback to pupils on how they are getting on and pupils are encouraged to evaluate how well they have done. The current concentration on speaking and listening, to help pupils improve their writing, is proving effective.

Curriculum and other activities

Grade: 1

The school's curriculum is outstanding. All subjects are covered well, with a due emphasis on English and mathematics. A wide range of visits and visitors enhance and enliven many subjects. Pupils have good opportunities to use information and communication technology (ICT) in different subjects. The school makes very good use of the local community to enhance its work. For example, pupils in Year 5 were enthused and excited about their trip to Didcot to interview local people about recent history, using their good ICT skills to video these meetings. A significant strength is the exceptional work done to become a permanent Eco-School. Discussions with pupils show they are very well informed about environmental issues. They work hard to support good practice, for example by monitoring the school's energy consumption, and recycling materials. The extensive links with partner schools throughout the world also bring another exciting dimension to pupils' learning. A recent development, to teach French to all pupils, is further extending their experiences. All pupils have regular swimming lessons. For the youngest children, the newly built high-quality outdoor provision makes a significant contribution to their learning.

Care, guidance and support

Grade: 1

This aspect is outstanding. The school makes every effort to ensure that pupils feel cared for and secure. Health and safety procedures are rigorous and are regularly reviewed. Arrangements for child protection are secure and all adults understand their responsibilities. There is good provision for equality of access and opportunity. Pupils with special educational needs are well provided for. Support is organised carefully and targeted to meet pupils' individual needs. The school is now making increasing use of data gained from tests to provide rigorous and challenging targets for improvement. Pupils have trusting relationships with all the adults who work with them. They have confidence in their teachers and enjoy coming to school. They are taught very successfully how to take care of themselves and to make healthy and safe choices. Pupils have good opportunities to express their views about their own progress and what they need to do to improve. Teachers use this information well to help pupils achieve further.

Leadership and management

Grade: 1

The school's self-evaluation procedures are good and there is a clear view of strengths and weaknesses which tallies closely with inspection evidence. The only exception is in the school's modest assessment of leadership and management as good. Leadership and management are outstanding and result in high standards, outstanding care and personal development, and an exceptional curriculum. The headteacher and senior management team work closely together and give a very clear lead to the school's work. They are well supported by other staff and governors. The delegation of

responsibilities to subject co-ordinators has been very effective, and they work well with senior management to check on provision and to lead improvements. Co-ordinators are encouraged to be innovative and this helps drive the outstanding curriculum. Governors effectively oversee the school and ensure that all statutory requirements are met. The views of parents are taken into account and there are exceptionally good arrangements for pupils to have their say about what happens in school. Children from the school council who showed inspectors round had a view of the school, and of what needed doing next, that closely matched that of the staff. A strength of the management is the careful checking on planning, teaching and standards which involves all teachers working as a team. Similarly all staff work hard to analyse and promote pupils' personal development. This enables strengths to be consolidated and improvements to be made. The process has supported the good improvement since the last inspection, including the recent improvements in mathematics, and the outstanding personal development of pupils. The school is well placed to improve further.

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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?	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

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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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

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?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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	NA
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 for all your help during the inspection. We enjoyed talking to you and watching you at work. Many of you told us that Hagbourne is a really good school and that you enjoy being there, and we could see why. This is what we found out.

You learn a lot in lessons because your teachers explain things to you very clearly and give you interesting work to do. They are really good at using the interactive white boards to show you things. You are particularly good at English and science, and you have got better at maths recently. Some of you are not quite as good at writing as you are at reading, and your teachers are concentrating this year on helping you to improve this. As well as the interesting work you do in ordinary lessons, we were amazed by how much you learn about the environment, and about other places in the world through your partner schools in different countries. This term, you have made a good start in learning French. We thought that the children we met were very friendly, very well behaved and hard working. The school council members particularly impressed us by how much they know about what is happening in school. Your teachers make sure that they know what you all think, and that you have a real say in what goes on.

Your headteacher organises the school really well, and gets a lot of help from the deputy head and the senior teacher. Other staff, and the governors, all work hard to help the school run smoothly. The adults make sure that you are all looked after properly and feel safe, and that you enjoy yourselves. To get even better, you all need to keep practising talking to each other about your work, and listening carefully to what other people say. We think this will help you sort out your ideas for writing, so that you get even better at this.