

# Hennock Community Primary School

Inspection report

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<b>Unique Reference Number</b>	113202
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311150
<b>Inspection date</b>	20 March 2008
<b>Reporting inspector</b>	Alex Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare French
<b>Headteacher</b>	Nicola Dunford
<b>Date of previous school inspection</b>	8 October 2003
<b>School address</b>	Hennock Newton Abbot TQ13 9QB
<b>Telephone number</b>	01626 833233
<b>Fax number</b>	01626 833233

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## Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

the degree to which the school meets the individual needs of pupils

how well teachers stimulate pupils' interest, provide opportunities for pupils to take responsibility for their learning, and quicken their progress; and

how effectively leaders and managers bring about improvement, especially in achievement and standards in writing and mathematics.

Evidence was gathered from observations of lessons, Easter celebrations and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Children's attainment on entry mostly matches that expected for their age. However, the number of children and their levels of skill vary substantially from year to year; for example, currently there are no children in the Foundation Stage (Reception Year) and only one pupil in Year 5. Additionally, an above-average proportion of pupils enter school other than at the normal time of admission. Pupils come from a wide range of social and economic backgrounds. There are no pupils from minority ethnic backgrounds or with English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is above average. The school holds Healthy School, ECO School, Special Merit Science and Activemark awards. There were significant changes in the teaching staff at the beginning of the current school year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding, truly remarkable little school. Its success in ensuring that pupils enjoy and achieve is exemplary. One parent echoed the views of the vast majority when writing, 'I think my children are very lucky to have been part of such a special small school.' Following the 'forward thinking' lead of an inspirational headteacher, the school is at the 'cutting edge' of education. Because staff know the pupils extremely well, all pupils benefit from close individual attention and are fully involved in evaluating their own and each other's efforts. Teaching and learning are excellent; as a result, pupils' achievement in relation to their differing starting points is outstanding and standards are above average by the end of Year 6.

All adults in the school live up to its stated ethos of 'developing pupils' positive attitudes to school life, self-fulfilment and feeling of personal satisfaction'. In a letter to the inspector, one former pupil wrote appreciatively about how teachers at Hennock had enabled him to overcome a learning difficulty by giving him 'as much help as I needed'. Alongside consistently high expectations of pupils' academic achievement, staff provide excellent care, support and guidance. Consequently, pupils' personal development and well-being are outstanding.

The pupils' highly developed personal qualities are seen in the way they sustain their concentration and strive to improve their work. Pupils' behaviour and attitudes to school are exemplary. Pupils adopt healthy, safe lifestyles and undertake several responsibilities to the best of their ability. The work of the school was acknowledged by a parent when writing, 'My children are very motivated and want very much to succeed, which is partly due to an excellent award system, but mainly due to the enthusiasm and energy of the teachers.'

Provision is good in the Foundation Stage. It is enriched by excellent links with parents and a revitalised pre-school. Together these enable children to make good progress overall, from broadly average starting points; many children excel in their personal, social and emotional development. Outstanding teaching and curricular learning opportunities typified by interesting questioning and stimulating practical activities ensure excellent progress throughout Years 1 to 6. At times, the pupils do not have enough opportunity to make best use of their good computer skills to support learning across the range of subjects. The school has a well-considered plan to address this in the near future through the purchase of additional laptop computers. The release of the headteacher from a specific class responsibility has enabled her to strengthen the use of assessment to promote pupils' excellent progress. Teachers now use assessments of the pupils' work to set suitably challenging targets. The pupils know their targets well and show mature skills in evaluating their own work. These strategies have accelerated pupils' progress, especially in mathematics and increasingly in writing. Attainment is above average in English and mathematics, and is well above average in science by Year 6, but the pupils' ability to spell accurately is not yet as good as their very well-developed reading, speaking and scientific enquiry skills.

Teaching, learning, and the curriculum provided for the pupils are outstanding. For the school's size, there is a wonderful range of extra-curricular clubs, visits and activities. Practical and often innovative activity typifies the work of the school. The pupils' full enjoyment of and participation in school life were clearly evident in their enthusiastic rolling of 'Easter Eggs' and joyful contributions during their Easter Assembly in the Parish Church. Promoted wholeheartedly by all staff, such activities also encourage the pupils' excellent attendance and spiritual, moral, social and cultural development. Science is another outstanding feature where the pupils'

consideration for each other enriches their enjoyment and success in learning. Teachers ensure that science activity is rooted in investigation, both indoors and outdoors, and makes full use of the school's very effectively designed facilities. Experiments, for example, making 'Crazy Custard' out of cornflower and water and observing the reaction, are modelled efficiently by teachers and are often undertaken as a whole school, with older pupils working alongside younger pupils. When interviewed, members of the school council agreed, 'You can ask anyone for support and everyone has time to help each other.' As a result, pupils develop very good enquiry and social skills. Leadership and management are outstanding. The accomplished headteacher receives excellent support from staff and governors. Together they share a strong unity of purpose and meet the pupils' differing needs. Each member of staff undertakes several areas of responsibility willingly and shows high levels of expertise. Self-evaluation is excellent and ensures that target setting is used very effectively to help pupils reach their full potential. The school promotes strong links with parents, the local community and outside agencies. These partnerships play a key role in ensuring that pupils benefit from a wide range of learning activities. Even though the school is very small, pupils commented of their success in competitions with larger schools, 'We work for each other and we take some beating.' The headteacher ensures that the views of the whole-school community are considered so that the right areas for improvement are identified, hence, for example, the improvement in mathematics this year.

Currently the school is engaged in an ambitious project to restore a building within the grounds, using environmentally sustainable materials and traditional construction techniques, for use as an outdoor classroom. Such a commitment to continued improvement, alongside a proven record of accomplishment, shows an excellent capacity to improve into the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good. Currently there are no Reception children in this class, which includes Year 1 and 2 pupils. However, parents questioned expressed appreciation of the warmth of their children's admission to the school and the positive effect this had on their children's self-confidence. Close links with a re-established pre-school have also enriched children's commencement of full-time education. The good curriculum and high quality care, guidance and support offered to the children are informed by accurate assessments of the children's needs, which begin from the first moment children enter school. Children have good opportunities to learn out of doors. However, these can only be undertaken with close adult supervision and this limits the children's ability to make their own choices. In recent years, assessments of children's skills at the end of their Reception Year have shown that most children reached the standards expected. Some children have achieved above-average standards, especially in personal, social and emotional development and in reading.

### **What the school should do to improve further**

- Improve the accuracy of pupils' spelling to ensure that pupils do as well in writing as they do in reading.
- Provide more opportunities for pupils to learn by using computers.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

20 March 2008

Dear Pupils

Inspection of Hennock Community Primary School, Hennock TQ13 9QB

I have no hesitation in agreeing with you and with many of your parents, who feel that yours is an outstanding school. You made me feel very welcome throughout the day of my visit. It was a privilege to share your Easter Assembly and to talk with you, particularly members of the school council, and I can see why you love school so much.

These are the main things I found:

- You make excellent progress and the standards you reach by the end of Year 6 are better than in most schools.
- Your behaviour, attitudes to learning and the way you so willingly care for each are outstanding.
- You enjoy and give of your very best in an excellent range of learning activities. As a result, your attendance, healthy living, and readiness for the future are first class.
- You are taught and cared for in an exemplary way and you learn really well because you know what you have to do and are fully involved in your own learning.
- Your headteacher provides outstanding leadership and receives excellent support from staff and governors. They work very closely with your parents to help you to achieve your best.

To help the school to improve I have asked the headteacher, staff and governors to help you to improve your spelling and to make it possible for you to use computers more often.

Please keep your wonderful enthusiasm for school.

Thank you once again, and best wishes for the future.

Alex Baxter Lead Inspector

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**Annex B**

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Lead Inspector