

# The Hendreds Church of England School

Inspection report

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<b>Unique Reference Number</b>	123169
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314522
<b>Inspection dates</b>	19–20 June 2008
<b>Reporting inspector</b>	Rob Crompton

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Case
<b>Headteacher</b>	Ms Elizabeth Tansley
<b>Date of previous school inspection</b>	8 June 2004
<b>School address</b>	Ford Lane East Hendred Wantage OX12 8JX
<b>Telephone number</b>	01235 833379
<b>Fax number</b>	0

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school serves a rural community and is smaller than average. The vast majority of pupils are White British. A small number of pupils are from minority ethnic groups and very few of these pupils are at an early stage of learning English. A below average proportion of pupils have learning difficulties and/or disabilities. Extra support is given to children who are falling behind academically or need to improve their social skills. Four of the five classes have pupils of different ages; Reception and Year 1, Years 1 and 2, Years 4 and 5, and Years 5 and 6. All the pupils in Year 3 are in one class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a sound and improving education for its pupils. The large majority of parents are very positive about the school. One parent's comment, 'Our children are extremely happy there. They are learning great skills academically, physically and socially through the dedication and positive teaching from all members of staff', reflects the views of many.

Children start school with skills that are typical of the age group. They make good progress in the Reception class and reach, and often exceed, the expected standards for their age. The standards reached by Year 2 pupils vary from year to year, due to the different characteristics of the small year groups, but most pupils make good progress from their starting points. The overall progress made by pupils between Year 3 and Year 6 has been below that generally expected recently. Several did not build well enough on their prior attainment. This has been tackled successfully and pupils in Years 3 to 6 are now making at least satisfactory progress due to the improved quality of teaching. Current standards in English and mathematics are average but are much lower in writing than in reading, and pupils lack confidence in applying their numeracy skills in solving problems. Although some pupils are not fulfilling their potential, overall, pupils' achievement is satisfactory and standards are broadly average.

Teaching is satisfactory and improving. By frequent analysis of what is working well and what needs to be improved, previous weaknesses in the quality of teaching and learning have been addressed successfully. However, there is some way to go before the quality of teaching and learning are consistently good across the school. The curriculum is good and enriched by a wide range well-planned activities that engage and interest pupils. Pupils' personal development is good. Relationships between teachers and pupils are excellent. Pupils are keen to do well and most work hard. They enjoy school and behave very well. Good attention to pupils' personal, social and health education successfully promotes their ability to cooperate and work in teams, and their awareness of the needs of others.

Care, guidance and support for pupils are good. Frequent contact between parents and teachers ensures that pupils are cared for extremely well. Those who need extra support benefit from well-planned programmes to meet their needs. A systematic approach to tracking pupils' progress enables teachers to set targets for the next stage in learning.

Good leadership and management have led to improvements in teaching and pupils' progress. The headteacher provides strong leadership and plays a central role in sustaining the positive atmosphere and nurturing environment. The school benefits from good systems to check on its effectiveness and to identify areas for further development. Governors know the school well and make a good contribution to strategic planning.

## Effectiveness of the Foundation Stage

### Grade: 2

The quality of provision in the Foundation Stage is good. Effective teaching means that children make good progress. The teacher and support staff work in close partnership to ensure that Reception children benefit from working alongside some younger Year 1 pupils. They are particularly successful in promoting children's enjoyment of books and developing their confidence in writing. From a broadly average starting point, children make good progress and most reach or exceed the expected standards by the end of Reception. The classroom is very well organised and provides a wide range of activities that appeal to children. The spacious

playground offers opportunities for children's social and physical development. Plans are in hand to create a new Foundation Stage unit including a purpose built outdoor area in order to enhance provision for adventurous play and creative activities.

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

- Extend opportunities for pupils to practise and consolidate their mathematical skills across the curriculum.
- Improve the standards reached by Year 6 pupils in writing so they more closely match those they achieve in reading.
- Ensure good quality teaching and learning is sustained consistently across the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall and standards are broadly average. Children make good progress in the Reception class and most meet or exceed expectations in all areas. The standards reached by the end of Year 2 vary from year to year but are generally average. The school's tracking indicates that most pupils in Years 1 and 2 are making good progress from their starting points. The standards reached by the end of Year 6 are broadly average. In 2007, although attainment was average, several pupils had not built well enough on their prior attainment. The current picture is similar. A determined effort to make up for previous underachievement has paid off largely, but there is too much catching up to do for all pupils to reach their potential. Overall, pupils in the junior classes are now making at least satisfactory progress because the quality of teaching has improved.

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

### **Grade: 2**

Pupils make a good contribution to school. Older pupils act as 'watchdogs' in the playground and as 'reading buddies' for younger ones. Pupils willingly take on extra responsibilities and they look after one another. Pupils are well aware of the value of a healthy diet. Their eager participation in physical activities illustrates a clear understanding of the importance of keeping fit, and they understand the impact of exercise on the heart and circulation. The spiritual, moral, social and cultural development of learners is good. Pupils develop a strong interest in music and drama and learn about a variety of cultures and traditions. Year 6 pupils, for example, were keenly interested in learning about the rituals adopted by different faiths following a birth. Pupils' independence, good communication and computer skills, combined with their improving literacy and numeracy skills, indicate that their preparation for future learning and economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils say they enjoy learning because teachers make lessons interesting. They benefit from good opportunities to carry out independent research. For example, pupils in the Year 4/5 class

used books and internet sources to find out about herbs and spices during their study of India, and subsequently made various types of curry. Pupils' learning has been enhanced following the introduction of individual targets. The teaching observed during the inspection was generally effective, and monitoring by senior staff indicates that previous weaknesses in teaching have been overcome. However, successful strategies have not been established long enough to ensure that all pupils build well on their prior attainment through Years 3 to 6. The management is accurate in its view that the overall quality of teaching and learning is satisfactory and improving.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich range of experiences for all pupils. Careful planning helps to ensure that pupils in the mixed age classes do not repeat earlier work. There are productive links between subjects. For example, when Year 3 pupils were writing about similarities and differences between schools in Kenya and the UK, there was strong support for their use of phrases such as 'on the other hand' and 'we can assume'. Pupils confidently use computers in many subjects. The use of mathematics across the curriculum is less well developed and this is a current school priority. Judo, French and Latin are integrated in the curriculum and all pupils in Years 2 and 3 learn a stringed instrument. Such activities make a significant contribution to their social, spiritual and cultural development.

## **Care, guidance and support**

### **Grade: 2**

Support for the happiness and well being of learners is at the heart of school life. A key feature of the school is how well teachers know pupils. Pupils say that they are always able to confide in an adult if they need to 'because we trust them'. The school's strong commitment to inclusion attracts vulnerable pupils from elsewhere. Support for such pupils is outstanding. Staff take great care to nurture individuals, support their families and help them integrate. There is an excellent partnership with local support agencies and their expertise is drawn upon when appropriate. Pupils who are falling behind receive effective individual support to enable them to take a full part in lessons. Most teachers provide good feedback through marking and, in some classes, pupils regularly review their own and their classmates' work using specific criteria. These strategies are not fully established across the school, however, so some pupils do not have a clear indication of what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

The headteacher's strong leadership qualities are appreciated by parents, staff and pupils. Systems for checking on the school's effectiveness have been strengthened through rigorous analysis of data so that potential areas for improvement are identified and action is taken. For example, the dip in overall achievement by Year 6 pupils in the last two years has been addressed vigorously. Ambitious targets have been set for the current Year 5 pupils and teachers are being supported in the drive to achieve them. The governing body makes a significant contribution to strategic planning and the drive to raise standards. A start has been made in extending the contribution of experienced teachers to school management, but their role in leading developments is not yet fully established. That said, the determination with which previous

weaknesses in teaching have been tackled, together with a common sense of responsibility and accountability across the school, indicate a good capacity to improve.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
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	2

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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**

03 July 2008

Dear Pupils

Inspection of The Hendreds Church of England School, Wantage, OX12 8JX

Thank you for the warm welcome I received during my visit. You were very helpful in showing me around and telling me what you think about your school. I agree with you that everyone is friendly and I saw that you enjoy lessons and the many other activities. It was great to see how much children concentrated during the judo classes and I was impressed by the sound the violin and cello players produced. The school ensures that you are well cared for and safe, and it was good to see that you play your part in helping the few children that find it difficult to fit in.

Overall, the school is satisfactory. It has several strengths and is improving. As far as your work goes, I found that most of you are making reasonable progress and some of you are learning quickly. This is because the teachers are getting better at helping you improve by pinpointing exactly what you need to do. However, standards could be higher, particularly in writing and numeracy and I have suggested that you could have more opportunities to practise these skills.

The school is well led and managed and everyone who works there is keen that you all do your very best. To make things even better I have suggested that teachers share their good ideas so that all lessons are as good as the best ones. You can help by continuing to work hard.

Yours sincerely

Rob Crompton

Lead Inspector