

Jenyns School

Inspection report

Unique Reference Number	117087
Local Authority	Hertfordshire
Inspection number	326520
Inspection dates	17–18 September 2008
Reporting inspector	Marianne Harris

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	55
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Clive Lankester
Headteacher	Mrs Christine Davidson
Date of previous school inspection	19 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Uplands Braughing Nr Puckerage Ware Hertfordshire SG11 2QJ
Telephone number	01920 821461

Age group	4–9
Inspection dates	17–18 September 2008
Inspection number	326520

Fax number

01920 824060

Age group 4-9

Inspection dates 17-18 September 2008

Inspection number 326520

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This school is much smaller than usually seen, and consequently pupils' attainment on entry varies from year to year although it is generally average overall. The school has undergone many staff changes over the recent past, but staffing is now stable. Pupils come from predominantly White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is close to the national average. Individual needs vary, but are mainly complex and include pupils who find it difficult to get along with others. The school makes provision for children in the Early Years Foundation Stage (EYFS), although there are few on roll at present.

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 at the heart of the local community. Pupils achieve well whatever their starting points. The majority of parents are very supportive of the school and comment on the hard work of the headteacher and staff.

Standards fluctuate across the small groups of pupils each year. At the time of the last inspection the school was asked to put in place a system for assessing how much children know when they start in the EYFS and tracking their progress. This has been successfully implemented and shows that each pupil makes good progress. Those who join the school with higher than usual skills and knowledge reach higher levels in teacher assessments at the end of Year 2. These pupils go on to reach standards that are well above those expected for their age by the time they leave school at the end of Year 4. Pupils who have complex learning difficulties make good progress from their starting points and learn to work together with others in their class. They make good progress because they are well supported by skilful teaching assistants and their needs addressed effectively in lessons. Standards overall are currently above average.

Good leadership and management have resulted in a thorough review of the work of the school. The curriculum is new and exciting and pupils talk enthusiastically about the start to the whole school topic of Saint George and the Dragon, based on the painting by Uccello. This revised curriculum is stimulating and motivating for all pupils but is still at an early stage and has yet to be evaluated to ensure that all National Curriculum requirements are fully met. The role of the governors has also been improved and they are fully aware of the strengths of the school and where improvements could be made. Subject leaders are quite new in their roles because of the recent staff changes. They have embraced the new curriculum enthusiastically, but have yet to take a full part in monitoring the work of the school and in leading on further improvements.

Pupils' personal development and well-being is good. Pupils have a good understanding of how to keep healthy and safe and make a significant contribution to the local and wider community. They enjoy coming to school. Consequently attendance is above average and behaviour is good. The school council has identified some potential hazards in the playground and staff are watchful in order to prevent accidents. Pupils know that it is important to look after each other and the 'Friendship Stop' is a focal point of the outside area. There are good relationships throughout the school based on mutual respect and staff take great care of the pupils. A recent pupils' survey shows that pupils have a range of strategies when seeking help, and know that there are many people they can turn to if they are worried.

Teaching and learning are monitored regularly, both on a formal and informal basis. Consequently, they are consistently good across the school. Staff work well together and plan exciting lessons so that pupils of all abilities make good progress.

The headteacher provides the drive to maintain pupils' achievement. She has introduced many of the systems that are currently in place and has ensured that staff and governors are fully involved in any changes. There is good capacity to improve further because of the good improvements since the last inspection and the way in which staff and governors are keen to implement the changes and evaluate how well things are going.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for children in the EYFS is good. Good teaching results in children being enthusiastic about learning and confident when discussing their work. All children make good progress and achieve well. They make great strides in their personal and social development, settling into school routines quickly, making friends and becoming involved in the life of the school. By the time they enter Year 1, they have exceeded the expectations for children of their age. This is because staff take good care of the children, making sure they are safe at all times. Learning is absorbing for the children because of the good mix of tasks that adults lead and activities that children choose for themselves. Like the rest of the school, the curriculum is varied and stimulating and planned to meet the diverse needs within the EYFS. Good leadership and management ensure that children settle quickly and, when it is time to move to Year 1, they are well equipped with the skills and knowledge they need to succeed.

What the school should do to improve further

- Develop the role of the subject leaders so that they can play a full part in school improvement.
- Evaluate the new curriculum to ensure that pupils have full entitlement to all of the National Curriculum requirements.

Achievement and standards

Grade: 2

Currently standards are above average, both at the end of Year 2 and by the time pupils leave the school. The school has put in place careful and accurate tracking of each pupil to ensure that they make good progress and achieve well, whatever their ability. As a result, the staff can demonstrate that each pupil achieves well. Those with complex learning needs are fully included in lessons and made good progress. Pupils who are of higher ability also make good progress and reach levels that are above those expected for their age. About half of the pupils currently in Year 4 are working at levels expected for pupils in Years 5 and 6. Pupils with social difficulties receive extra support so that they can achieve well. The school has identified that sometimes boys do not reach the standards expected. After reviewing the curriculum recently, staff successfully found ways of interesting boys so that they can achieve as well as the girls. The school acknowledges that many of their children were born in the summer and are sometimes less mature than those who are born earlier. The progress of these 'summer-born' children is monitored closely so that they are not allowed to fall behind.

Personal development and well-being

Grade: 2

Pupils talk enthusiastically about school. They enjoy learning and are eager to share their experiences. They have a good understanding of eating healthy foods and demonstrate that they know the importance of exercise. They play a full part in the life of the school and local community. Their participation in 'Old Man's Day' is always a time for celebration. The custom of sweeping the lane, after a man in the distant past was saved from being buried alive, is an important time in the village and the pupils take part enthusiastically. Pupils report that they look after each other and that they all get along together well. This is evident in the playground and around the school. Pupils are developing a good understanding about the wider community through researching small schools like theirs in other countries. Pupils are prepared well for

the next stage of their education. Pupils' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 2

Learning is interesting and stimulating because teachers plan the work effectively. The purpose of each lesson is shared with the class and everyone knows what they are expected to learn about. In Years 3 and 4 pupils assess for themselves how well they have done and are confident when discussing their work with others. They appreciate the opportunities they have to make constructive suggestions about the work of others and adults encourage this. Although the pupils sometimes sit for too long on the carpet and some children begin to fidget, teachers strive to involve them all in whole-class sessions. Good use of resources, such as interactive whiteboards and practical equipment, means that all pupils can join in. Pupils who find learning difficult receive good support so that they can fully participate and make a good contribution to the lessons.

Curriculum and other activities

Grade: 2

The new curriculum has been welcomed by all pupils and staff. One parent commented that, 'Children are provided with a wide curriculum and are encouraged to learn about exciting and stimulating subjects.' This motivating curriculum has yet to be evaluated because it is so new, but pupils are enthused by learning. This has been apparent in the start to this term when a horse was ridden in the outside area and there was role play of St. George fighting the dragon. Pupils had the opportunity to look at the horse and explore the whole legend through many exciting activities. The curriculum is further enhanced by a wide range of visits, including a residential trip and visitors into the school. These visitors help pupils to learn about the wider global community as well as explaining some of the village customs that are so important to the school. Opportunities to discuss issues that worry them ensure pupils' personal development is promoted effectively.

Care, guidance and support

Grade: 2

Each adult knows every child well. This ensures that pupils feel safe and know who to turn to if in difficulty. Programmes for pupils with complex learning needs are good and give pupils many opportunities to work together and talk about socially acceptable behaviour. The good tracking system that shows how much progress each pupil makes is used very well to set targets for pupils' learning. Pupils know what these targets are and talk about what they have to do in order to reach higher standards. Arrangements for child protection and other procedures are robust and follow national guidelines. Outside agencies are used effectively to support all pupils in their learning; for example, for promoting attendance and speech development.

Leadership and management

Grade: 2

The recent turnover in staff has been well managed by the headteacher and governors. Staffing is now stable and the school is forward looking, with a staff team who work well together to promote pupils' academic achievement and personal development effectively. Much has been carried out to promote community cohesion and this has resulted in pupils having a growing awareness and understanding of different cultures and customs. Although subject leaders are new to their roles and have yet to take a lead in school improvement, they are keen to do so. Governors are very supportive of the school and are knowledgeable about its work. Staff are committed to helping the pupils understand about the local community and the world beyond.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	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
The extent to which 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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 September 2008

Dear Children

Inspection of Jenyns School, Braughing, SG11 2QJ

Thank you for welcoming me into your school recently, and for telling me about your school. I am now writing to let you know what I found out.

I spoke to many of you and found out that you think your school is good. I agree with you and was particularly impressed with your behaviour and the way you all get along together. Your teachers work hard and make learning fun for you. I wish I had been in school when St. George arrived on his magnificent horse and saved you all from the dragon. I also liked hearing about 'Old Man's Day' and was interested to learn about this local tradition. I have asked your headteacher to look carefully at your lessons to make sure that you are learning every thing that you should during the course of the year.

You all make good progress and the way in which children in Years 3 and 4 are beginning to find ways to improve their work, and that of others, is good. You told me that you know your targets and are sure of what to do in order to improve.

Your teachers all work together well to make sure you enjoy learning. Many of them are new to the school and I have asked them to help your headteacher more by becoming more involved in the running of the school. I am asking you to help them by making suggestions: I know that the school council is very active and that many good suggestions have already come through. Carry on the good work and keep those suggestions coming.

Thank you once again for being so friendly and welcoming when I visited your school. I wish you good luck in the future.

Best wishes

Marianne Harris

Lead inspector