

# Hagbourne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123168
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	327862
<b>Inspection date</b>	30 September 2008
<b>Reporting inspector</b>	Mike Thompson

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	194
Government funded early education provision for children aged 3 to the end of the EYFS	19
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr James Harris
<b>Headteacher</b>	Mr Richard Jones
<b>Date of previous school inspection</b>	11 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Road East Hagbourne Didcot OX11 9LR
<b>Telephone number</b>	01235 813367

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<b>Age group</b>	4–11
<b>Inspection date</b>	30 September 2008
<b>Inspection number</b>	327862

**Fax number**

01235 817722

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

Two Additional Inspectors carried out this inspection. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How effective is the Early Years Foundation Stage (EYFS) provision?
- To what extent can the school prove the impact of its actions to improve pupils' writing?
- How effective is provision for gifted and talented pupils?

The inspectors gathered evidence from performance data, observations of teaching, the work produced by pupils in lessons and on display throughout the school, and observations of the pupils at play and at lunch. Parents' questionnaires and discussions with pupils, representatives of the governing body, and some members of staff also contributed to the judgements. The inspectors did not investigate other aspects of the school's work in detail. Where the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, these have been included where appropriate in this report.

## Description of the school

Hagbourne is an average-sized, single-form entry primary school, located to the south of Didcot. Almost all of its pupils are of White British heritage. The proportion of pupils eligible for free school meals is well below average, as is the proportion with learning difficulties and/or disabilities (LDD). Most of the pupils with LDD have moderate learning difficulties. The school's work is nationally recognised through a number of awards; among these, the school is particularly proud of its status as an Eco School, a Healthy School and an International School. The school's provision for the EYFS comprises the Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Hagbourne Church of England Primary provides an outstanding education for its pupils. The parents and pupils hold their school in very high regard, and their extremely positive views are entirely justified. One parent summed up the views of many when writing, 'This is an excellent school. I wouldn't want my child to be anywhere else.'

The key to the school's success is its relentless focus on developing its pupils as confident, caring, independent and thoughtful learners. From broadly average starting points, pupils develop their skills, knowledge and understanding outstandingly well. By the time they leave at the end of Year 6, standards overall are consistently above the national average and, in recent years, are well above. Part of the school's success is due to its high expectations extending to all areas of learning, and standards are above those expected in many subjects. For example, inspectors saw evidence of high quality artwork, observed pupils using information and communication technology very competently to support their learning, and enjoyed the excellent standard of singing in assembly. Pupils' outstanding progress in all key stages is the result of high quality teaching. This is also the view of the pupils. 'I like my lessons because they're fun and we always have lots of interesting things to do,' typifies the comments made when inspectors asked pupils what they enjoyed most. Pupils also benefit significantly from a very rich curriculum, which includes a strong international dimension and active partnerships with schools in many other parts of the world. Pupils of all ages make rapid progress in learning French, because of effective specialist teaching.

A key factor in the pupils' academic performance is the high quality monitoring of their progress. Through this, managers quickly identify any dips in attainment and take rigorous action to remedy the slightest weakness. For example, the school identified pupils' writing, particularly in Key Stage 1, as an area for further development. This evaluation led to a clear plan of action, including staff training, a review of the way in which teaching could be improved, and additional writing opportunities. The outcome of these actions is now seen in the school's records, which show that 85% of all pupils made good or even better progress in developing their skills in writing during the course of the past year.

On a day-to-day basis, teachers know each of their pupils very well and use this knowledge to ensure that they all reach their potential. Whenever an individual's progress slows, the teachers quickly identify the specific difficulties at the root of the problem and ensure that they address them thoroughly through well-targeted, high quality support. The school also ensures that pupils identified as gifted and talented are also well served. For example, the school's excellent local partnerships have enabled it to access some specialist teaching in mathematics and science. The provision for gifted and talented pupils is acknowledged to be good, but with further development could be even better.

Pupils' outstanding spiritual, moral, social and cultural development underpins all aspects of school life. Their impeccable behaviour contributes strongly to the culture for learning that is a feature of all classes. Particularly noteworthy is the excellent social development of pupils. For example, the work of the school council gives pupils first-hand experiences of democracy in action. Those councillors in Year 6, who gave inspectors a conducted tour, were bright and articulate, and took their responsibilities very seriously. When asked about the role of the headteacher in the council's work they conceded that he provides invaluable support but added, 'However, we do all the thinking!' The councillors took great care in explaining some of the

many ways in which the school promotes environmental awareness and proudly pointed out that the school has permanent 'Green Flag' status as a leading Eco School. Pupils have an excellent understanding of the importance of leading healthy lifestyles, and thoroughly enjoy the high quality food provided by the award-winning kitchen, which is run by the school.

Attendance rates are consistently above the national average and illustrate pupils' exceptionally positive attitudes towards their learning. Relationships throughout the school are excellent. In very many ways the school prepares pupils exceptionally well for the next phase of their education and for a future as life-long learners. They have an excellent understanding of how to keep safe, and have high levels of competence in basic skills. They grow vegetables, which they sell to the school kitchen, recycle waste materials and monitor the school's consumption of energy.

The driving force behind the school's success is the very high quality of leadership at all levels. In particular, the headteacher gives outstanding direction for the work of the school. He receives excellent support from the committed and highly professional staff and governors. Together they ensure that this is not a school that rests on its laurels, and constantly look for ways to improve even more. In addition, the school shows a strong commitment to promoting cohesion within and outside the school community. The way in which the school has maintained academic standards while providing pupils with an extremely broad, well-rounded education is a clear indication of its outstanding capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children in the Reception class are given an outstanding start to their education because the staff have an excellent understanding of how very young children learn. They provide the children with exciting activities that capture their interest and help make learning fun. An important factor in ensuring that excellent learning takes place is the high quality dialogue between adults and children. The staff care for the children exceptionally well and place a very strong emphasis on developing the personal and social skills that provide a very secure platform for learning as children move through the school in later years. The impact of the school's high quality provision is evident in the rapid progress made by the children. By the time they transfer to Year 1, almost all achieve the goals expected of them.

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

- Place an even higher priority on provision for gifted and talented pupils.

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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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	1
How well does the school contribute to community cohesion?	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

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

10 October 2008

Dear Pupils

Inspection of Hagbourne Church of England Primary School, Didcot, OX11 9LR

Thank you for helping your inspectors so much when we came to inspect your school to find out how well you are getting on. We particularly enjoyed visiting your lessons and talking to some of you. I would also like to say an extra 'thank you' to the school councillors we met. You showed us just how special Hagbourne pupils are!

I agree with your parents that you go to an excellent school. There is so much I like about your school that I cannot mention everything, so here is a list of what I think are the most important things.

- You make excellent progress in your work, and when you leave school at the end of Year 6, your standards of work are always at least above average.
- Your behaviour is excellent, and you get on exceptionally well with each other.
- You told us how much you enjoy your work and appreciate your teachers. They are exceptionally good at helping you to learn really well in lessons.
- You make good choices to keep healthy. I am sure that your excellent school meals have something to do with this!
- Your school organises lots of interesting things for you to do. Your Eco green flag shows just how good you are at helping to improve your environment. I was also impressed with your links with schools from all around the world.
- All of the adults in your school make sure that you are very well looked after.
- Your headteacher and all of the other people who help run your school do an excellent job and make sure that you get the very best education.

I would also like to let you know that I really enjoyed hearing your lovely singing in assembly. I liked looking at your artwork. Some of the pictures were excellent. I was also impressed with your skills in using computers to help you with your work.

All of the adults in your school want it to be even better. To help them to do this I have suggested that the most important thing to do next is to make sure that those of you who are particularly gifted or talented have even more opportunities to develop your skills. I am sure that you are ready for this challenge!

I am sure that you will continue to have great success in the future.

Yours sincerely

Mike Thompson

Lead Inspector