

Hanborough Manor C of E Primary School

Inspection report

Unique Reference Number	123120
Local Authority	Oxfordshire
Inspection number	340284
Inspection dates	2–3 December 2009
Reporting inspector	Doris Bell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Mr Richard Balding
Headteacher	Miss Sarah Kerswell
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and held meetings with the chair of governors, staff, pupils and parents. They observed the school's work, and looked at a wide range of documentation including teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, individual educational plans, minutes of meetings and the reports of the school improvement partner. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 69 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. They looked in detail at the following:

- provision and progress in the Early Years Foundation Stage, especially in relation to the development of communication, language and literacy
- progress in writing across the school, especially for more able pupils, and how well it is promoted in topic-based work
- the clarity and focus of monitoring and evaluation, their impact on pupils' progress and how well all staff share and contribute to the headteacher's desire to accelerate pupils' progress
- what the school is doing to promote community cohesion and raise pupils' awareness of cultural diversity.

Information about the school

This is a smaller-than-average-size primary school. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. Fewer pupils come from minority ethnic backgrounds than is found in most schools. The school's Early Years Foundation Stage unit caters for Reception-aged children. A privately owned playgroup operates in a separate building on the school site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The warm, welcoming ethos in this school enables well-cared-for pupils to work and play happily in a very caring, supportive learning environment. As one pupil reported, 'Everybody gets on well together here, everyone looks out for one another.' Pupils behave well and they have a good understanding of how to keep themselves safe, fit and healthy. Evidence from lessons and from talking to pupils shows that by Year 6, they begin to think deeply about issues such as homelessness, what it means to be a different colour or follow a different religion, and why it is important for people to live together amicably, respecting each other's right to be different. This helps them understand their own place in the world. It also contributes to the school's satisfactory promotion of community cohesion, the weakest aspect of which is promoting pupils' understanding of cultural diversity in the United Kingdom.

Achievement is satisfactory and standards are average. Pupils' progress is satisfactory and improving. Children make satisfactory progress in the Early Years Foundation Stage. Here, there is insufficient adult input into child-selected activities to ensure children always learn as they play. Additionally, what children are supposed to be learning is not always clear enough and early writing skills, the weakest aspect of children's development when they start school, are not promoted well enough. In other year groups, while standards in writing are still below those in reading and mathematics, they are improving, including for more able pupils. This is because the rich, well-planned curriculum, in place since the start of this school year, makes sensible links between subjects. It gives a purpose to writing and allows pupils of all abilities, including the more able, to write with more flair and imagination. This was particularly evident in some of the project work on display during the inspection. It is too early to evaluate the full impact of all of this, but the initial signs are promising. Pupils who find learning difficult, for whatever reason, make good progress because of the excellent provision made for them.

All lessons feature good relationships between staff and pupils. Teachers have high expectations of pupils' behaviour, to which pupils respond well. Teachers plan different levels of work for pupils of different abilities but they do not always make enough use of assessment information in lessons to provide the right level of challenge at all times. Furthermore, marking and feedback to pupils do not always help them understand the next steps in their learning. Senior managers check teaching and learning by conducting regular 'learning walks' that focus on the school's priorities. However, they are not always sufficiently focused on what individual teachers need to do to improve, and therefore miss opportunities to strengthen the impact teaching has on learning. Recently introduced systems, whereby teachers in Years 1 to 6 observe and evaluate each other's

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lessons, are beginning to help teachers learn from each other.

The school's currently satisfactory capacity for sustained improvement is improving rapidly. This is because staff and governors share the headteacher's drive for improvement and are united in their ambition to raise achievement and standards. The school's evaluation of its own work gives it a secure understanding of what it does well and what it needs to do to improve further. This is demonstrated in recent improvements to the curriculum and in the increasing involvement of the new leadership teams in moving learning forward. Again, it is too early to be able to evaluate fully the impact of this because the teams have only been in place since September.

What does the school need to do to improve further?

- Improve provision and progress in Early Years Foundation Stage by:
 - ensuring learning intentions are clear in all activities
 - adults engaging with children more to move their learning on in activities they select for themselves
 - providing more opportunities for children to practise early writing skills in the different activities planned for them.
- Improve teaching so that it becomes consistently good or better by:
 - making better use of assessment information to match work more accurately to the specific needs of all pupils
 - ensuring that pupils are clear about what they need to do to improve and giving them time to respond to marking, especially in writing
 - sharpening the checks made on teaching and learning and extending the role of the new senior leadership teams in such checks.
- Improve pupils' awareness of cultural diversity in the United Kingdom.

Outcomes for individuals and groups of pupils

3

Pupils are increasingly enjoying their learning in all subjects and their writing is improving because it has a purpose. For example, pupils in Year 4 used their writing skills well to prepare a newspaper article reporting the success of the previous evening's showcase presentation of their recent topic on food. In putting the event together, they also demonstrated good enterprise skills, designing menus, preparing invitations and pricing articles for sale. Good attention is paid to developing clear, legible handwriting from Year 1. By Year 6, handwriting and presentation are good. The project work undertaken by Year 6 pupils, which also includes good use of information and communication technology (ICT), bears this out well.

In the past three years, standards have been at least above average in mathematics and science in Year 6. The overall upward trend in these two subjects shows every sign of continuing, as does the upward trend in standards in Year 2. Pupils with special educational needs and/or disabilities make good progress in their learning. This is

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because they receive good support, the targets in their individual education plans are precise, and their progress is monitored exceptionally well.

Pupils have good attitudes to learning and attendance is above average. They work together well in groups, pairs and individually, for example, discussing and planning their work and responding positively to, in good lessons, additional individual challenges that move their learning on. The pupils' good understanding of healthy living is demonstrated by the large proportion taking part in physical activities and by their good understanding of healthy eating. Almost all pupils report they feel safe in school. They say that bullying does occasionally happen but when that or concerns of any sort are reported, as pupils know they should be, they are dealt with swiftly. Pupils make a good contribution to the school and local community, and they take responsibility well, for example, as school councillors and as buddies for younger pupils. Their spiritual, moral, social and cultural development is good but within this, pupils' understanding of cultural diversity in the United Kingdom is the least well developed aspect. Pupils apply their basic skills well in a range of contexts. This, together with their positive attitudes, good behaviour and effective teamwork, means that they leave the school as well-rounded individuals, well prepared for secondary school and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teachers make good use of support staff to help pupils of different abilities. This is a significant factor in the good progress made by pupils who find learning difficult. The best lessons proceed at a fast pace, with pupils clear about what is expected of them and actively involved in their learning. These lessons allow pupils to be creative, learning is linked to real-life experiences, and teachers provide pupils with regular feedback, clarification and further challenge. In other lessons, pupils have to sit and listen for too long, or teachers miss opportunities to adapt pupils' learning as it progresses at different rates through the lesson. At such times, pupils' concentration falters and the pace of their learning slows. Conscientious planning enables all pupils to make at least satisfactory progress but teachers' marking does not always provide pupils with guidance on the next steps in their learning. Where guidance is given, pupils do not always have the opportunity to act on it. Older pupils are clear about their targets and what they need to do to improve, but this is not the case for all pupils.

The new curriculum brings learning alive for pupils, engaging them in activities ranging from writing news articles for a local newspaper to the cross-age 'Stepping Stones' activities that extend their learning and personal development. The curriculum is mapped out well to ensure progress in all subjects, and the outcomes of topics are shared with parents and other pupils. This significantly increases pupils' desire to do well. The school is keeping a close eye on the impact of this approach on pupils' learning, the first evaluation being due at the start of next term. A good range of extra-curricular activities in sports and the arts, and a range of clubs covering other interests the pupils have, further enrich the curriculum, as do the school's good links with the local church.

The vast majority of parents very much appreciate what the school does for their children and to support them. The school uses parents' and pupils' views well to inform and modify its practice. Case studies show that vulnerable pupils and their parents receive excellent guidance, which includes full cooperation with parents and a range of outside agencies to help these pupils make progress. Several parents commented that teaching is good, staff are helpful and teachers make learning fun for their children. They particularly praised what they call 'innovative ideas', such as the new reward scheme and the 'Stepping Stones' approach.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

All staff and governors share the headteacher's determination to strive constantly for improvement and school leaders work hard to implement the school improvement plan. They have been successful in raising standards in mathematics and science and in improving the curriculum to support writing better. Despite this, pupils' progress has remained stubbornly satisfactory for several years. The monitoring and evaluation of teaching and learning has not yet resulted in improving satisfactory teaching by, for example, focusing teachers more on ways to improve pupils' learning. The new leadership teams are starting to take more of a role in this and good practice is beginning to be shared throughout the school.

Governors set challenging targets for the school and an effective tracking system is in place to track pupils' progress towards them. The school pays good attention to safeguarding pupils and all training, including that for child protection and safer recruitment, is up to date. The school has adopted the local authority's policy for promoting community cohesion, but governors do not yet have an action plan to show how the school intends to implement it. Nevertheless, much is already in place to do this because the school is diligent in promoting equality, eradicating discrimination and fostering inclusive practices. This includes introducing pupils to, and teaching them to respect, different faiths and cultures, and giving them opportunities to reach out to and learn from the local community, and to learn about a different culture through links with a school in China.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children start school with the skill levels expected for their age except in writing, where they are below. Good links with parents, who in turn praise the school's good links with the pre-school, help children to settle quickly. Most children go about their tasks with a sense of purpose and enjoyment, indoors and out. However, they flit from one activity to another because adults do not engage with them often enough to move their learning on in activities they select for themselves. This means that opportunities are missed to assess and record children's learning as it happens, or to grab the moment to move it on. Overall, assessment procedures and records of children's progress are adequate but the information is not always used well enough in planning. For example, despite acknowledged weaknesses in writing, there are too few opportunities for children to practise early writing skills.

Children are polite, well behaved and confident. Proud of their work, they readily share it and want to improve it. They listen carefully, and communicate well with each other and adults, for example, as they tell stories using their drawings, and they demonstrate good counting ability. The curriculum covers all six areas of learning adequately and phonics work is establishing sound early-reading skills. However, children became increasingly restless during the session observed. This is because the group was too large for the teacher to meet the children's different learning needs and some children had to wait too long for their turn. Leadership and management are satisfactory but there is insufficient focus on learning unless an activity is led by an adult.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers who responded to the inspection questionnaires were overwhelmingly positive about the school's work and the efforts of the staff. Comments such as children are 'happy at school' and 'staff are supportive' typify the responses on the questionnaire. A few responses indicated that the school did not deal well enough or quickly enough with a particular behavioural issue. Inspectors found no evidence to support this view. Conversely, having closely examined the records relating to it, they found that the school dealt sensitively and effectively with it, rightly maintaining confidentiality on all matters appertaining to it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hanborough Manor C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	65	21	30	0	0	0	0
The school keeps my child safe	34	49	29	42	2	3	0	0
The school informs me about my child's progress	24	35	40	58	5	7	0	0
My child is making enough progress at this school	23	33	40	58	2	3	0	0
The teaching is good at this school	37	54	29	42	0	0	0	0
The school helps me to support my child's learning	32	46	29	42	7	10	0	0
The school helps my child to have a healthy lifestyle	33	48	35	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	51	27	39	1	1	0	0
The school meets my child's particular needs	26	38	40	58	3	4	0	0
The school deals effectively with unacceptable behaviour	20	29	34	49	8	12	4	6
The school takes account of my suggestions and concerns	24	35	34	49	4	6	1	1
The school is led and managed effectively	38	55	28	41	2	4	0	0
Overall, I am happy with my child's experience at this school	41	59	27	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Pupils

Inspection of Hanborough Manor C of E Primary School, Hanborough OX29 8DJ

Thank you for making us so welcome when we came to inspect your school. We very much enjoyed meeting you and thought you were very friendly and polite. We were impressed by your good behaviour and the way that you care for each other. We agree with you that bullying is rare and quickly sorted if it is reported. You must always remember it is important to report it. You try to do your best in lessons and you take part in many interesting activities and clubs which you told us you enjoy.

You clearly take your responsibilities seriously and it was good to hear how keen the school council is to help make the school better. We found that you make satisfactory progress in your learning and we can see that it is improving, although it is still better in some years than in others.

These are some of the good things about your school:

- You enjoy school because the new curriculum is making your work really interesting for you.
- Staff take great care of you, and the provision for those of you who finding learning difficult is excellent.
- You know a great deal about how to keep yourselves safe, fit and healthy and you leave the school well prepared for secondary school and beyond.

These are the things we have asked the school to do to help all of you make faster progress:

- help Reception children learn better in all of their activities and give them more opportunities to learn how to write
- make sure that teachers constantly check and improve everyone's learning in lessons, that their marking helps you see how to improve your work, and that those responsible for managing the school constantly check that all of this is happening
- improve your awareness of the many cultures that make up the United Kingdom.

You can help by continuing to work hard and always doing your best, and we wish you well for the future.

Yours sincerely

Doris Bell,

Lead inspector

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