

# Henley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124587
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340607
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Peter Sudworth

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

---

<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 of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Hazelwood
<b>Headteacher</b>	Ms Ann Waters
<b>Date of previous school inspection</b>	0 May 2007
<b>School address</b>	Ashbocking Road Henley Ipswich
<b>Telephone number</b>	01473 831556
<b>Fax number</b>	01473 833092
<b>Email address</b>	ad.henley.p@talk21.com

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with the chair of governors, various staff and a group of pupils. They observed the school's work and looked at a range of documentation, for example that relating to safeguarding, curriculum organisation and information to track pupils' progress. Parent and staff questionnaire responses were analysed. They looked in detail at the following:

the provision for pupils with special education needs and/or disabilities and their progress across the school

- the progress of boys compared to that of the girls
- the school's efforts to improve pupils' attainment in writing, particularly in Key Stage 1
- the impact of the school's use of the International Primary Curriculum and the teaching of 'philosophy for children'.

## Information about the school

This four-class village school has fewer pupils than the average primary school. All classes are of mixed age. Pupils begin the Reception class the term before their fifth birthday but parents have an option for their children to begin part-time the term before that. The proportion of pupils entitled to free school meals is below average. The vast majority of pupils are White British with many fewer pupils than nationally from ethnic minority backgrounds. An average proportion of pupils have special educational needs and/or disabilities. The majority of these have difficulties learning the basic skills.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Some features are outstanding. Parents are overwhelmingly supportive in their comments and express positive views of the school. They praise the way that pupils care for each other and the school's family atmosphere. Several parents indicate that the school has helped them personally through difficult times. Indeed, the school's care for its pupils and their families is outstanding and the links with external agencies to support children and families are excellent. Good teaching enables the pupils to progress well during their time at school, including those who find learning difficult. Despite this, progress in writing has not been as sustained as other aspects of learning and approaches to spelling and handwriting are inconsistent. Consequently, pupils' handwriting and presentation are not as good as they should be. Nevertheless, pupils achieve well. They reach above average standards by the end of Year 6 and are prepared well for their future education.

The excellent and lively curriculum which links subjects together reflects the school's motto 'Learning and Thinking Together' and the emphasis on 'thinkers of the future'. The inclusion of philosophy, even for the youngest children, is helping the pupils to be questioning, to reason and to be independent thinkers and to build upon one another's strengths. One parent sums up the views of many and writes, 'Henley is a fantastic school. It offers encouragement and support and provides an excellent education and fun environment to learn in.'

Pupils develop very well as young people. They have an excellent knowledge of keeping safe and healthy and practise this knowledge in the way that they conduct themselves. Pupils take responsibility for leading the regular sports sessions at lunchtimes and the older pupils look after the younger ones admirably. Pupils' enjoyment of school is excellent and this is echoed in their well above average attendance.

The headteacher provides enthusiastic and dynamic leadership and the committed staff work very well together. Members of staff know every pupil and cater well for both their social and academic needs. The sense of teamwork, from the office to the kitchen, helps to create a happy school where relationships are very positive and respectful. Pupils are helpful and polite and have a love of learning. They are set clear targets in mathematics and English but the quality of marking from class to class is too variable. The school has a good capacity to improve further based on accurate self evaluation; its good track record of attainment by the end of Year 6 and the good progress it has made since the last inspection. For example, in improving its assessment systems and using these to plan intervention programmes for pupils who are falling behind in their progress. These interventions push on pupils' learning well.

**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

## What does the school need to do to improve further?

- Improve writing and handwriting standards by:
  - developing a handwriting policy and scheme and giving pupils the chance to use ink pens when they are ready
  - developing consistent approaches to the teaching of spelling
  - monitoring closely the effectiveness of the new approaches it is trialling to improve writing.
- Ensure marking is more consistent in quality by:
  - reviewing the school's agreed marking policy
  - ensuring that all marking gives pupils clear written guidance to help them to improve their work
  - sharing best practice across the school.

## Outcomes for individuals and groups of pupils

**2**

The pupils make good progress and their attainment is generally above national expectations at the end of Year 6. Girls often attain more highly than the boys because most of the pupils with special educational needs and who find learning the basic skills difficult, particularly in English, are boys. Pupils' progress has been more marked in Years 3 to 6 in the recent past than in Years 1 and 2 but pupils in Year 2 reach the expectations for their age. Writing has been the weaker aspect of pupils' work in both key stages but the school's efforts to turn things around are bearing fruit. For example, it has commenced a new scheme to improve pupils' knowledge of letter sounds and blends, organising the teaching in ability bands, and this is already giving younger pupils an increased confidence in writing. It has further plans to embark on a new approach to writing in Years 3 to 6 to accelerate progress. Pupils attain well in science by Year 6 because there are good opportunities for pupils to plan investigations for themselves. This engages their thinking skills well. They also reason their predictions and decide how they will present their findings.

Pupils develop excellent personal skills and demonstrate very good attitudes to learning. Their behaviour is outstanding. They have an excellent understanding of their own safety and of that of others. For example, they know the possible dangers of using the internet. They listen attentively in class and show much respect for one another's opinions. They keenly participate, both in class and when undertaking responsibilities, in the general life of the school. Pupil librarians set out their own display of books in the library and attend to matters when the librarian is not present. Pupils join in their own organised sports activities and keep fit sessions, and the wide range of other extra-curricular activities, with much enthusiasm. Pupils are welcoming, friendly and also very polite. The school council has undertaken its own survey of pupils across the school in its efforts to open a healthy tuck shop, for example enquiring how much the pupils would be willing to spend. The pupils make good links with the elderly in the local

**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

community by inviting them to school productions and visiting them.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Excellent relationships between staff and pupils help create learning environments that help motivate the pupils. Work is well prepared and there is a good focus on planning activities that match individual need and which support the pupils' good progress. This is based on effective use of previous assessment. For example, the teacher in the Year 3/4 class spent a lesson revising the use of speech marks because pupils had not shown enough understanding in their previous work. Teachers use learning resources well to help pupils understand their activities. Some outstanding teaching was observed. In a Year 5/6 lesson, pupils worked in small groups to plan a presentation with a focus on persuasive argument. They took the theme of persuading people to live in Australia. One group imaginatively did this through a 'television interview'. The interviewer obtained the positive views of 'those who had already settled in the country' (other members of the group). The work was very effectively linked to the cross-curricular theme of migration.

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

**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

Marking is variable in its quality. Some is very good and developmental but, in other cases, pupils are not given enough written guidance to help them improve. Most lessons are sharply focused and support good progress, but at times work proceeds at a too leisurely pace or lessons are too prolonged. Staff share lesson objectives and targets well with pupils in language that they can understand. Their progress is regularly tracked over time. Particularly good use is made of criteria for different writing genres in Years 3 to 6 to help pupils with the quality of their written work. Pupils with special educational needs and/or disabilities are well supported so that they make similar rates of progress for their abilities as other pupils.

The curriculum is distinctive. It provides interesting themes for the pupils to study which engage them in research and assist the depth of their thinking. For example, Year 6 pupils considered the reactions and coping strategies of both emigrants and immigrants in their study of migration. A local farmer gave a visual presentation of how his own daughter had adjusted to life in Canada. In the process, the pupils learned a lot about the differences in farming between Canada and England and also other geographical differences. Regular visits to places of interest, such as Stansted Airport, link in with the pupils' different studies and they learn much from these direct experiences. The whole-school approach to philosophy contributes significantly to pupils' thinking skills, supports their reasoning abilities extremely well, develops their confidence in speaking in front of others and negotiating conclusions, and helps their all-round personal development.

This is a very caring community. Care is excellent. Staff have a great deal of knowledge of the pupils and their families which helps them to manage pupils' needs very well. One pupil wrote, 'I like the fact that teachers respect and know us as individuals.' Staff work most effectively with parents to support the pupils and there is an extremely good back-up of counselling and welfare support agencies which work actively with the school on a regular basis. Pupils also show much concern for one another, with the older helping the younger. The well-being of the staff is at the forefront of the school's commitment to one another. The governing body has a well-being governor and he was thoughtfully present for part of the inspection to be a caring presence. The comment by one parent that the school is 'one big family' is truly borne out in its practice because everyone looks out for one another. Regular training for first-aid and child protection matters keeps staff up-to-date with current issues.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**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

## How effective are leadership and management?

The school development plan contains the correct priorities for development and is based on a good range of opinion. It clearly mirrors the school's philosophy and its passion and focus on learning. It is well constructed, with success criteria and the actions to be taken to meet the aims of the different initiatives. It is regularly reviewed. The school's links with a local group of schools help in the resolution of common problems and in the sharing of approaches to learning. The strong leadership encourages loyalty and commitment and good teamwork is clearly apparent. Staff emphatically want to do their best for the pupils.

The governing body has a good structure of committees and good financial expertise. There is good provision for community cohesion, for example the way in which the school makes links in the local community with the church and the elderly people which combines well with the school's own positive community spirit. The school is beginning to reach out to make links globally. The school's International Primary Curriculum makes a significant contribution to pupils' global understanding. Governors contribute effectively to the school development plan and are regularly involved in its review. They visit the school regularly to keep up-to-date with developments and to inform their views and understanding of its provision.

Regular staff discussions about learning keep staff thinking along the same lines. The sharing of experiences together helps to embed the schools' good practice and succeeds in driving improvement further forward, for example in the shared discussions to improve writing. Additionally, the headteacher's monitoring of lessons helps develop teaching and learning further, although there are not enough opportunities for subject leaders to monitor teaching and learning in different ways across the school. The school works hard to ensure that all pupils have equal opportunities and to tackle discrimination. For example, it has consciously introduced themes that appeal to boys' learning and plans an active curriculum that appeals to boys as well as girls. Safeguarding procedures are secure and supported by the excellent links with parents and the partnerships with other professionals. The school's evaluation of itself is accurate and honest.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Attainment on entry is broadly average but it varies from year to year dependent on the particular group of children. As a result of good teaching, the children make good progress and most reach and some exceed the early learning goals for the end of the Reception Year. In the most recent results, the children reached or exceeded the expectations in all areas, except in writing.

The provision is well led. The assessments made of the children when they start school are particularly thorough. Consequently, the staff have a good perception of the children's capacities and build on these when they plan learning. There is a good balance of teacher directed and child-initiated activities and the work is well planned in themes. The environment is bright and enticing and attracts the children to the different activities. Nevertheless, role play areas and the outside provision do not always maximise learning possibilities. Occasionally activity sessions are too long, such as in physical education. There are good arrangements for children to assess their competence in given tasks visually by showing picture cards and each has a target to support their social development. Induction arrangements are well planned so that the children settle quickly in school. The teacher builds well on the children's interests. One child brought in a huge apple and this was used to develop comparative mathematical vocabulary by putting different sized apples alongside it.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are very supportive of the school. Their written comments and responses to the questionnaire reflect a high degree of satisfaction with their children's progress. A small number of parents feel that communication could be improved, for example in the

**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

amount of notice that is given of forthcoming events. The school has agreed to look into this. The overall feeling of the parents is that the school provides a good education for their children and the inspection team agrees.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henley 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	67	14	33	0	0	0	0
The school keeps my child safe	23	55	19	45	0	0	0	0
The school informs me about my child's progress	18	43	23	55	1	2	0	0
My child is making enough progress at this school	17	40	22	52	3	7	0	0
The teaching is good at this school	20	48	22	52	0	0	0	0
The school helps me to support my child's learning	17	40	24	57	1	2	0	0
The school helps my child to have a healthy lifestyle	20	48	21	50	1	2	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)	18	43	21	50	0	0	0	0
The school meets my child's particular needs	18	43	22	52	2	5	0	0
The school deals effectively with unacceptable behaviour	22	52	17	40	1	2	0	0
The school takes account of my suggestions and concerns	17	40	23	55	1	2	0	0
The school is led and managed effectively	22	52	18	43	1	2	0	0
Overall, I am happy with my child's experience at this school	22	52	20	48	0	0	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 November 2009

Dear Pupils

Inspection of Henley Primary School, Ipswich IP6 0QX

I was delighted to visit your school and meet the staff, pupils and some governors. Thank you for talking to me and sharing your work with me. You attend a good school and you clearly enjoy your lessons. Your behaviour is excellent and I was impressed with your politeness. You take on a good range of responsibilities and I know that the little children like the way that the older ones look after them. You make good progress by the time that you leave the school at the end of Year 6 and reach standards that are above those expected for your age. You have very interesting lessons and the teachers work hard to plan them. I am glad that so many of you also take part in the extra activities, many of which help to keep you fit. The care that the staff take of you is excellent.

There are just two suggestions that I have made to improve the school further. One is to help you do better with writing, including handwriting and the presentation of your work. The other is for the staff to agree the systems with which they will mark your work so that all the marking helps you to improve. You can help with both of these too by taking extra care with your writing and your spellings, and by doing your very best to follow the advice that your teachers give you when they mark your work.

Thank you once again for the help that you gave me. I will remember your school for a long time to come for its friendliness, the way that you care for each other and your politeness in listening to one another's opinions. I trust that you will continue to work hard and do your best.

Yours sincerely

Peter Sudworth

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**