

# Hanwell Fields Community School

## Inspection report

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<b>Unique Reference Number</b>	134033
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	341420
<b>Inspection dates</b>	17–18 November 2009
<b>Reporting inspector</b>	Nina Bee

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Chris Gaynor
<b>Headteacher</b>	Jane Haggitt
<b>Date of previous school inspection</b>	9 November 2006
<b>School address</b>	Rotary Way Banbury Oxfordshire OX16 1ER
<b>Telephone number</b>	01295 709583
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## Introduction

### Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with staff, governors, groups of pupils and parents. They observed the school's work, and looked at policies, internal and external monitoring evidence, academic performance data, teachers' planning and safeguarding documentation. They analysed 105 parental questionnaires along with 23 staff questionnaires and 102 pupil questionnaires.

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

- Whether achievement is good in all parts of the school.
- If the school's own view that teaching is good can be substantiated.
- The effectiveness of the leaders and managers in raising achievement and standards as pupils move through the school.

## Information about the school

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Hanwell Fields is slightly larger than most primary schools. Most pupils come from White British backgrounds. Since the previous inspection, the number of pupils with special educational needs has increased and, at around 50%, is well above average. In addition, there has been an increase in the number of teachers and teaching assistants because of the continued growth of the school. The Early Years Foundation Stage consists of Nursery and Reception aged children working alongside each other in a Foundation Stage unit. The school has recently been awarded the ICT Mark for excellent teaching and learning in information and communication technology (ICT). The school runs 'Bridges Childcare' which includes a morning and after-school club.

**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 where pupils achieve well in a happy and safe environment. As one parent accurately wrote: 'The staff are helpful, know each child and their parents well and make all children feel special.' As you walk through the school, it is clearly evident that it is a stimulating place to play and learn. Pupils say that they thoroughly enjoy all that is on offer. Older pupils especially appreciate how the outside area has been developed and say they like to play ball games in the 'cage' and with the instruments in the musical garden. Pupils' awareness of the need to eat healthily and take regular exercise is outstanding. They speak knowledgeably and confidently of why this is important, as well as the consequences of eating a poor diet. All pupils start each day with 'Wake Up, Shake Up' exercises. The physical education programme is further enriched with a wide range of extra sporting activities which pupils enjoy immensely. Pupils benefit greatly from the school's effective links with other individuals and organisations in the community. Exciting visits out and interesting visitors invited into school make learning even more interesting. For example, delightful three-dimensional artwork of people has been developed with the help of a visiting artist. The way these activities enrich and extend the good curriculum is outstanding. The systems in place to care and look after pupils are outstanding. Pupils with specific needs are very well catered for. Because of this they are able to take part in all activities. Adults value all that pupils say and do. As a result, they grow into confident, happy and sociable young people. 'Bridges', the morning and after-school club run by the school offers excellent support for pupils and their families.

Attainment during the last few years has been broadly average. The picture is improving and the current Year 6 are on course to reach higher-than-average standards. This is because literacy and numeracy are now being taught by pupils being grouped by 'stage and not age'. As a result, teaching is now good. Children in the Early Years Foundation Stage get off to a good start and achieve well. Good teaching, in Years 1 to 6, is enabling pupils to learn well. This is an improvement on previous years and is the result of successful monitoring and development of the quality of teaching. However, teachers do not always make sure that all pupils are involved when they question groups. Where this occurs, learning slows down and pupils lose interest in the lesson. The high number of pupils with special educational needs achieve well in reading, writing and mathematics because they are effectively supported. Pupils generally achieve particularly well in reading and ICT, but progress is not always so rapid in writing and mathematics. Pupils' progress is regularly monitored and pupils who are not on track to meet their targets are offered a good range of extra activities to support their learning. Through regular monitoring and self-evaluation, staff and governors have an accurate

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idea of the school's strengths and areas for development. They recognise that the monitoring of the teaching of science has not been thorough enough and that the subject has not always been appropriately covered in sufficient depth or breadth. As a result, pupils' achievement in science has been weaker than in other subjects. The recently organised leadership and management curriculum teams, with responsibility for monitoring and developing each subject, have got off to a good start. However, at present they do not use assessment information sharply enough to compare the performance of pupils in different subjects or in relation to the national picture. The school has a good capacity to sustain further improvement, as seen in the way it has successfully addressed issues from the previous inspection related to improving attainment in mathematics and maintaining high standards in care, behaviour and attendance.

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

- Improve the provision for science by:
  - ensuring that the science curriculum covers all the expected areas of learning
  - monitoring pupils' performance to ensure that everyone does well in science.
- Develop the monitoring roles of the staff in the curriculum teams that oversee English, mathematics and science by:
  - sharpening the use of assessment information to compare pupils' performance between different subjects to help identify more clearly the most successful practice
  - becoming more aware of how the school is doing in relation to the national picture.

**Outcomes for individuals and groups of pupils****2**

In lessons and activities observed, pupils were seen to enjoy all that is offered to them. They have excellent relationships with the adults who help them to learn in a calm environment, conducive to good learning. In an outstanding literacy lesson, in Years 5 and 6, higher-attaining pupils were fully engaged and enthusiastic because the teacher's questioning skilfully prompted all of them to think deeper as they developed a better understanding of how to write a witness account. Self-assessment was used well to check understanding. As a result, learning was excellent throughout. Pupils with special educational needs achieve as well as their classmates because they are sensitively supported in all they do. The school has focused on improving learning for higher-attaining pupils. As a result, more pupils are on course to reach higher levels in English, mathematics and science in Years 5 and 6. There has been a trend of average attainment, in Years 2 and 6, over the last four years. Current attainment is higher because more pupils are on course to reach higher levels than previously and learning is good in the majority of lessons. Occasionally learning is not so good when the pace of lessons slows down and pupils have difficulty maintaining concentration.

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Pupils' spiritual, moral and social development is good. Pupils get on well with each other and are very polite and respectful to the adults who help them. Visitors are quickly absorbed into the warm and caring atmosphere. Pupils demonstrate a good awareness of the importance of keeping themselves safe. They feel safe in school and say that adults quickly sort out any difficulties they may have. They speak particularly knowledgably about internet safety. Pupils make a good contribution to the community. The school council's work is productive and they have been involved in many initiatives such as setting up 'buddy bases' and developing the tyre track exercise area and devising rules for its use. They talk about the importance of becoming good citizens and say they help by picking up litter and raising money for those who are less fortunate than they are. With their good personal and social skills, good attendance and the good progress they make in developing academic skills, pupils leave Hanwell Fields prepared well for their next school.

*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>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are resourced well and generally effectively organised. Teachers use the

<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.

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interactive whiteboards expertly to enhance and develop learning. Occasionally, pupils have difficulty maintaining concentration because whole-group sessions can be too long, especially when pupils are expected to sit on the carpet and the teacher's questioning does not always draw pupils into the activities. Teaching assistants contribute well to learning. Teachers' marking is supportive and pupils generally know the targets they have been given to develop their skills and understanding in literacy and mathematics. The best marking includes good quality written advice which tells pupils what they need to do to improve and reach their targets.

The good curriculum is enhanced very well by a wealth of activities that promote and support most subject areas. A special programme of enrichment activities, each Friday, is greatly appreciated by pupils. Many of them say that Fridays are their best days because of this. The provision for science has been identified by the school as not being as good as other subjects. Inspectors agree. Pupils have very good opportunities to develop their learning outside when they attend the school's own Forest School. Photographic evidence shows pupils developing their personal and social skills well as they thoroughly enjoy themselves in the forest environment.

There is a strong focus on developing personal and social skills in all that the pupils do. Consequently, the school turns out well-rounded individuals who are enthusiastic, confident and polite young people. Very good links with external agencies enable the school to care for pupils with specific needs extremely sensitively and successfully so that they achieve well in all areas. 'Bridges' morning and after-school club supports a large number of pupils very effectively. Pupils speak of really enjoying these sessions.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Since the previous inspection, the staff and pupils have had to deal with building projects and changes in teaching and non-teaching staff. This has been managed very effectively by the headteacher. She and her enthusiastic and committed team are ambitious for their school and want to move it on from good to outstanding. Parents and their families are supported very well to encourage them to become partners in their children's education. There is a common purpose among the staff, with equal opportunity and the needs of the pupils being paramount. All staff and governors are involved effectively in monitoring and evaluating the work of the school and in school development planning.

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The curriculum leadership and management teams have a clear vision of areas for development. However, they do not focus sharply enough on the overall picture of how the school is doing with regard to achievement and attainment. They are aware that progress in science is not adequately monitored and evaluated and have recently started to address this issue. Governors are well informed and so are able to support and challenge the school effectively. They are proactively involved in arrangements for safeguarding, which were robust and secure at the time of the inspection. The school makes a strong contribution to promoting community cohesion. A good plan of action has been developed which has recently been reviewed. Good links with the community and the wider world especially promote pupils' spiritual, moral, social and cultural development. For example, the school has good links with a school in India, and teachers and a few of their children from the school have been over to visit.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<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

### Early Years Foundation Stage

Children come into the Early Years Foundation Stage unit with big smiles on their faces and cannot wait to start learning. Parents are pleased with how quickly their children settle into school. They feel that they are well-informed and are confident that any issues they may have will be sorted out effectively by the teachers. When children start, their attainment is below the levels expected for their ages, particularly in relation to aspects of communication, language and literacy, and problem solving, reasoning and numeracy. The older children are on course to reach broadly average levels. This represents good achievement. Teaching is good. Activities are exciting, interesting and



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well planned for young children. There is a good mix of activities that are child-initiated and those that are adult-led. As a result, learning is good because children are keen and eager to learn as they play. Younger children were seen playing harmoniously together as they interacted in the snow area. Others put on their coats to go outside and confidently asked for help with their zips if they needed it. Older children were seen learning well as they calculated the number of arms on aliens. They were particularly well supported by the teacher and the activity was resourced well. The very well-equipped, outside area is used very effectively to support learning in all areas. Children were seen thoroughly enjoying themselves, sharing equipment well and riding bikes safely. All children have good opportunities to develop basic number and writing skills. They confidently used pens and crayons to make marks on paper, and as they get older, they successfully begin to learn how to write letters and numbers. Occasionally, children are expected to sit on the carpet for too long and a few have difficulty maintaining concentration. Occasionally, adults do not promote speaking skills effectively when they interact with individuals. Relationships between staff and children are, however, very good. Adults know the children extremely well and so their individual needs are very well catered for. Children's progress is carefully tracked. There are excellent arrangements to ensure children's welfare and personal development. The Early Years Foundation Stage is well led and managed. All adults are suitably qualified and work very well together as a team. Each day runs smoothly because all adults have a good understanding of how these young children learn.

*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 overwhelmingly supportive of the work of the school. All those who returned the questionnaires feel that their children enjoy school and that their children are safe in school. They say they are well-informed about how well their children are doing and rightly think that teaching is good. All believe that the school prepares their children well for their next stage of education. A few comments on the questionnaires indicate that behaviour issues are not always dealt with effectively and parents' views are not always listened to. Inspection evidence does not support these few comments.

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

Ofsted invited all the registered parents and carers of pupils registered at Hanwell Fields Community 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	66	36	34	0	0	0	0
The school keeps my child safe	73	70	31	30	0	0	0	0
The school informs me about my child's progress	64	61	37	35	0	0	0	0
My child is making enough progress at this school	62	59	39	37	4	4	0	0
The teaching is good at this school	70	67	33	31	0	0	0	0
The school helps me to support my child's learning	76	72	26	25	1	1	0	0
The school helps my child to have a healthy lifestyle	76	72	27	26	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)	68	65	30	29	0	0	0	0
The school meets my child's particular needs	61	58	40	38	4	4	0	0
The school deals effectively with unacceptable behaviour	46	44	51	49	2	2	0	0
The school takes account of my suggestions and concerns	58	55	33	31	3	3	2	2
The school is led and managed effectively	75	71	28	27	1	1	0	0
Overall, I am happy with my child's experience at this school	74	70	31	30	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.**



18 November 2009

Dear Pupils

Inspection of Hanwell Fields Community School, Banbury OX16 1ER

We really enjoyed our visit to your school. Thank you for making us so welcome. We thoroughly enjoyed talking with you and finding out about all the interesting things you do. You all behave well and are polite and respectful towards the adults who help you. We know that you enjoy coming to school because you told us so. We think you go to a good school and those who look after you at home agree with us.

These are the main things we found out about your school.

- The way you are looked after and cared for is outstanding.
- The children in the Early Years Foundation Stage get off to a good start.
- You learn well because teaching is good.
- You are offered an excellent range of enrichment activities which make learning even more interesting. We think you are very lucky to have such a good selection.
- There is a good number of out-of-school clubs that you can join.
- We were all impressed with your excellent awareness of the need to eat healthily and take regular exercise. We tried and much enjoyed your healthy school lunches.
- Those who took Year 6 tests in recent years reached standards that are similar to those of others of your age, while those currently in Year 6 are on track to reach higher standards.

We have asked the school to do a few things to improve the education you receive.

- Make sure that all classes are taught science regularly and ensure that the science curriculum team check that everyone achieves well.
- Check that the staff in the curriculum teams for English, mathematics and science look more closely at pupils' progress and the standards they reach and so they are more aware of how the school is doing.

You too can help by continuing to work hard.

Best wishes

Nina Bee

Lead inspector

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