

# New Hinksey Church of England Primary School

Vicarage Road, Oxford, OX1 4RQ

**Inspection dates** 16–17 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- School leaders and governors monitor all aspects of the school's work carefully. They understand the school's strengths and areas to improve and have been effective in consolidating and improving teaching and achievement.
- Pupils' progress is good in reading, writing and mathematics.
- Teaching is good because most teachers understand what pupils can do and plan work that usually challenges them.
- Leaders have successfully implemented appropriate assessment systems to enable pupils to make good progress in the new curriculum.
- Pupils are enthusiastic about their work. They concentrate and try hard in lessons.
- Staff training ensures that staff keep pupils safe. Pupils say that they feel safe in school because they know that adults will help them.
- Pupils are respectful to pupils of all backgrounds and to staff and visitors. They are polite and well mannered.
- Pupils' positive attitudes make a significant contribution to their learning. They behave well in lessons, are sensible around the school and in the playground. They enjoy the opportunity to help younger pupils.
- Most parents express great satisfaction with the work of the school. They say that their children are happy, safe and making good progress in an exciting learning environment.
- Governors effectively hold staff to account for their pupils' achievement. They have undertaken a wide range of training so that they can identify what needs to improve and understand pupils' progress for themselves.
- Provision in the early years is good in all areas of the curriculum. Teachers have an accurate understanding of children's abilities and plan exciting learning activities indoors and outside which lead to good progress.

### It is not yet an outstanding school because

- In some lessons the level of work does not always stretch pupils as much as it should, particularly the most able.
- Pupils do not always present their work to a high standard.
- Marking does not consistently reflect high quality verbal feedback and help pupils to improve their work.
- A few middle leaders have not yet developed sufficient skills to fully develop their subjects.

## Information about this inspection

- Inspectors visited an assembly and 14 lessons. The deputy headteacher joined an inspector for three of the lessons and the headteacher joined them for one lesson. Inspectors also looked at pupils' workbooks.
- Inspectors observed pupils' behaviour in lessons, at break and lunchtimes, and around the school site. They had a formal discussion with the pupils in the pupils' focus group, and informal discussions with other pupils.
- Inspectors took account of the 60 responses to the online questionnaire, Parent View, and also of the 18 responses to the staff questionnaire.
- Inspectors held meetings with parents, the headteacher, other school leaders, a group of governors and a representative of the local authority. They looked at school documents, including those relating to pupils' achievement, behaviour and attendance, records of monitoring, the school's checks on its work, plans for improvement, and information relating to safeguarding.

## Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Robert Lakin

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Children attend part-time in the Nursery and full-time in the Reception class.
- Just over half the pupils are White British, and speak English as their first language. Other pupils come from a wide range of cultural backgrounds.
- The proportion of pupils who are eligible for support from the pupil premium is average. The pupil premium is additional funding for those pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school received a SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection in October 2014.

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

- Improve the quality of teaching to further accelerate pupils' progress by:
  - providing work which consistently stretches pupils of all abilities, particularly the most able
  - ensuring that pupils present their work to their very best standard
  - ensuring that all staff consistently mark work in a way which helps pupils to understand how to improve.
- Develop the skills of a few middle leaders so that they can use all sources of information to improve pupils' achievements in their subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher and governors monitor all aspects of the school's work and use their understanding of areas of strength and weakness to plan appropriate improvements. This is effectively improving teaching and pupils' achievement in reading, writing and mathematics. They express high expectations of staff and pupils, and this enables pupils to thrive, behave well, and show positive attitudes to learning.
- The school has a warm and nurturing atmosphere, and fosters good relations. Pupils are highly motivated to work hard in their lessons. The school helps parents understand how to support their children's learning and ensures that they keep them well informed about school life. Pupils and parents are very positive about the school and there are good relationships between all groups in school.
- Leaders check the quality of teaching regularly and judge success by the impact upon pupils' progress. They use this knowledge to build plans which lead to effective improvement in teaching. This has had particular impact upon teachers' ability to plan appropriate levels of challenge in most pupils' work. However, there are still some occasions when some pupils, particularly the most able, are not challenged sufficiently.
- Leaders and governors ensure that safeguarding policies and procedures are effective in keeping pupils safe and meet statutory requirements.
- Discrimination in any form is not tolerated in school. Pupils from all backgrounds and abilities are fully included in all school activities and are provided with equal opportunity to achieve their best. Staff ensure that those pupils who face particular challenges are supported to make good progress.
- Pupils' spiritual, moral, social and cultural awareness, and their understanding of other faiths are demonstrated in the high levels of respect and good relationships they display with classmates from many different backgrounds. They learn about British values and ways of life in the many topics they study. For example, they recently held high profile elections across the school to select a pupil leader. These studies prepare pupils well for life in modern Britain.
- The curriculum is rich and exciting with a wide range of subjects combined into topics chosen by the pupils. They particularly enjoy presenting their research about the wide range of countries which pupils in school come from. Basic reading, writing and mathematical skills are developed as children study and present these topics. A wide range of visits and clubs support these studies and pupils' personal and social development. Pupils talk excitedly about the sport, art, and music opportunities available to them all.
- Leaders check pupils' attendance carefully. They have successfully reduced the rate of absence of those pupils who do not attend as often as they should.
- Leaders and governors use the performance management system to set challenging targets for teachers to improve pupils' progress and this has been successful in raising standards, particularly this year.
- Middle leadership is effective. Leaders check pupils' progress and identify areas which need to improve. This has supported improvements in teaching. A few middle leaders have not yet had sufficient development and training to check pupils' progress for themselves and to work with class teachers to help them to improve their work further.
- The school uses the pupil premium funding effectively to ensure that disadvantaged pupils are supported to make good progress in all subjects, and have full access to visits and clubs. It funds extra staff and supports visits and clubs.
- The primary physical education and sports premium has been allocated effectively to enable pupils to access highly enjoyable sporting opportunities and to support staff training. Pupils are very excited about swimming and physical education lessons, and a club which offers tennis, athletics, football, cricket and gymnastics.
- The local authority supports the school well. It has organised monitoring activities which have supported improvement in teaching and achievement.
- **The governance of the school:**
  - Governors bring their professional skills and undertake a wide range of training which has helped them to judge the work of the school for themselves and to hold leaders to account for pupils' achievement. This ensures that governance is effective.
  - They know about the published data on the school and how the school compares to others. They understand pupils' progress information and use this to set clear priorities for improvement which are then rigorously checked. Governors accompany leaders in visits to classes and looking at books. They discuss their findings in committee meetings which then influence decisions by the full governing body.
  - Governors know about the quality of teaching. They use the appraisal system so that they know how effective the work of staff is in improving pupils' progress. They use this information to make careful

decisions about staff pay progression. They know about support provided to improve teaching and how underperformance is tackled.

- Governors ensure that all school finances are managed well so that resources support improved pupil achievement. They monitor additional funding like the pupil premium rigorously to ensure that this is improving the achievement of disadvantaged pupils.
- Governors ensure that safeguarding arrangements are effective and meet statutory requirements.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Their good attitudes in lessons support their good progress. They are sensible in the corridors and playground, and take good care of their environment. They are courteous and polite to adults and other pupils.
- Pupils build good relationships with others across the wide range of groups in school. They show respect and tolerance and enjoy finding out about each other's backgrounds, faiths and cultures.
- Pupils' workbooks generally reflect hard work and pride in their achievements. There are still some pupils whose presentation of work is not of such a high standard.
- During the inspection there was very little disruption of any kind. Records of incidents in school show that this reflects life as it normally is in school. The pupils confirm that any difficult behaviour is dealt with firmly and effectively.
- Pupils are very happy and proud of their school. Parents express very high levels of satisfaction with the work of the school, the nurturing atmosphere, and their children's achievements.
- Pupils enjoy being monitors and helping in the smooth running of the school. They develop an understanding of British values. For example, they explored democracy as they voted for a school representative, at the time of the general election.
- Pupils work hard for rewards and enjoy having their success celebrated with their classmates.
- Attendance has improved because staff work hard to support those pupils who are often absent from school for extended periods because of visits to family abroad.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- All members of staff and the governing body are trained in child protection and safeguarding requirements. They demonstrate commitment to ensuring that all pupils are safe and protected. Thorough checks on visitors and new members of staff are in place. The school identifies and protects vulnerable pupils effectively because everyone in this close-knit community has an awareness of the needs of others.
- Pupils understand the various forms of bullying, including name-calling, and the risks concerned with using the internet and new technologies. They have regular assemblies and lessons to raise this awareness. They say that bullying is rare and dealt with effectively by staff if it happens. This helps them to feel safe and they trust all staff to help them if they need it. The school helps them to understand and protect themselves from the kind of dangers they may encounter outside school, like those from strangers.

## **The quality of teaching** is good

- Teaching is good and leads to good achievement in reading, writing and mathematics for most pupils.
- Teachers are becoming more skilful in using information about what pupils have achieved to set work which usually challenges all ability groups appropriately. There are a few occasions when this is not the case, particularly for the most able.
- Teachers have high expectations about what pupils are expected to learn and how they should behave. The vast majority of pupils take a great deal of care with their work although a few do not always present their work neatly. Pupils respond enthusiastically to the tasks they are expected to do. Staff ensure that there is a high level of nurture and care in all aspects of school life. This has established warm and respectful relationships in all classes which supports pupils' learning well.
- Teachers and teaching assistants generally use skilful questioning during lessons to extend pupils' learning further or to give greater support where it is needed.
- The teaching of phonics (letters and the sounds they make) is good and achievement is high in this area. Teachers give pupils many opportunities to apply these skills their reading and writing.
- In mathematics, teachers generally build skills carefully from what pupils know so that their basic number

work can be applied in investigations and problem-solving tasks which deepen pupils' mathematical understanding. Pupils make good progress in writing because teachers help them to apply their basic spelling, grammar and punctuation skills in interesting and exciting opportunities for extended writing in their topic work.

- Teachers ensure that disabled pupils and those who have special educational needs are well supported within classes and in well targeted interventions which lead to good progress for these pupils.
- Most teaching assistants are well trained and make an important contribution to pupils' learning. They break down important skills so that disabled pupils and those with special educational needs are able to access their learning and make good progress. They help these pupils to be confident in meeting new areas of work.
- During lessons teachers give good feedback to pupils so that they develop deeper understanding and know how to improve their work. However, teachers' marking does not consistently help pupils to understand what they have achieved and how their work could be improved.
- Teachers combine subjects into exciting and interesting topics which greatly motivate pupils in their learning. They particularly enjoy creative activities such as making the Giacometti figures (figures made from clay or wire) which helped them to understand human movement.
- Teachers use homework effectively to support learning. Pupils have many opportunities to practise basic reading and mathematical skills. They particularly enjoy homework related to their topic work.

### The achievement of pupils

is good

- Pupils achieve well from their starting points. In 2014, the attainment of pupils in Year 6 was broadly in line with the national averages in reading, writing and mathematics. Current assessment information and work in pupils' books show that pupils' progress is improving.
- The proportion of pupils in Year 6 attaining the higher levels in 2014 was in line with the national average in reading, writing and mathematics, but was a little lower in spelling, punctuation and grammar. Most of the work set for the most able pupils provides a good level of challenge in all subjects, and this is enabling them to make more rapid progress. There are still some occasions when they are not stretched sufficiently because they have to work through lower level work before accessing activities which challenge them.
- Disabled pupils and those who have special educational needs make good progress because the systems in place identify their needs at an early stage so that appropriate support is given.
- Disadvantaged pupils who left the school in 2014 made good progress from their starting points. Some of these pupils had complex needs. They were six terms behind their classmates and nearly three terms behind other pupils nationally in mathematics, just over three and half terms behind their classmates and one term behind other pupils nationally in reading. They were four terms behind classmates and nearly three and a half terms behind other pupils nationally in writing. They were four and a half terms behind their classmates and nearly two and a half terms behind other pupils nationally in grammar, punctuation and spelling. Their progress from Year 2 was in line with their classmates in mathematics and reading, and above classmates in writing. While these gaps are wider than the previous year for these pupils with others nationally and their peers in school, progress of disadvantaged pupils was above that of other pupils nationally in mathematics and reading, and in line with others nationally in writing.
- Disadvantaged pupils currently in school are making good, and sometimes outstanding, progress because the use of the pupil premium funding is regularly reviewed and its use is amended quickly to reflect pupils' needs. This has become more effective in supporting these pupils to make more rapid progress.
- Pupils greatly enjoy reading and talk excitedly about their favourite authors and books. They make good progress because their skills are applied in finding out about their topics work from books and the internet. In the phonics screening check in 2014, pupils in Year 1 reached standards above those nationally.
- Achievement in writing is good because pupils are given the opportunity to write for a wide range of purposes in all curriculum areas, and they are challenged to constantly improve their work.
- In mathematics, pupils of all abilities have opportunities to apply their skills in problem solving and investigations and are making good progress. More able pupils in Year 5 are currently finding ways to calculate the surface area of the whole school.
- Pupils achieve well in work across a wide range of subjects. For example, they greatly enjoy sharing in studies of the many countries, cultures, arts and faiths represented by their classmates. They also share in learning about life in Britain including its history and values.

### The early years provision

is good

- Children’s attainment on entry to the nursery varies from year to year, but many children join the school with knowledge, skills and understanding below what is typical for their age, particularly in their speech and language development.
- Teaching is good because exciting and interesting activities are planned to build upon teachers’ good understanding of what children already know, particularly in speaking and listening. Children make good progress in all the areas of learning because they greatly enjoy their experiences in the indoor and outdoor environments.
- The children are extremely enthusiastic to learn and to work together. In the Nursery they particularly like to sing and dance and help each other to build towers or farm buildings. In Reception they enjoy learning to write and using number work to deepen their understanding.
- Good progress in phonics helps children to develop skills rapidly in reading and writing. In mathematics, they count reliably, halve and double numbers, and the most able pupils begin to work on more formal methods to add and subtract.
- Early years is led and managed effectively by the new early years leader. There is a programme of training to ensure that staff receive high quality development. Children make good progress because teachers check children’s progress and identify areas where improvement is needed. They enter Year 1 with very positive attitudes to learning, ready to study the National Curriculum.
- Children are kept safe and are well cared for in a very nurturing environment. They build good relationships and show respect and tolerance for others around them. Their good behaviour helps them to make good progress.
- Staff develop positive relationships with parents and help them to support their children’s good progress.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123142
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	448848

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Price
<b>Headteacher</b>	Charlotte Haynes
<b>Date of previous school inspection</b>	24–25 September 2009
<b>Telephone number</b>	01865 242169
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