

Hailey Church of England Primary School

Inspection report

Unique Reference Number	123108
Local Authority	Oxfordshire
Inspection number	367427
Inspection dates	8–9 June 2011
Reporting inspector	John Eadie

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	92
Appropriate authority	The governing body
Chair	Frank Thompson
Headteacher	Debbie Davies
Date of previous school inspection	15 July 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons or part lessons and observed six teachers, including two visiting music teachers. Inspectors held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and the governor responsible for safeguarding. They observed the school's work and looked at a variety of documentation, including the school's improvement plan, policies and procedures, particularly those concerning safeguarding. Inspectors looked at the data showing the progress that pupils are making and evidence from the school's own monitoring as well as that of the School Improvement Partner. Questionnaires returned by 28 parents and carers were analysed, as were those completed by 45 pupils in Years 3 to 6 and 11 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils' progress is good for all groups of learners, as suggested by the school, or satisfactory, as implied by published data.
- The effectiveness of strategies to raise pupils' attainment and accelerate their progress in mathematics.
- The accuracy of leaders' evaluation about the provision and outcomes for pupils with special educational needs and/or disabilities.

Information about the school

Almost all pupils at this very small school come from White British backgrounds; the remainder are of mixed heritage. Although the proportion of pupils identified with special educational needs and/or disabilities is below average, it varies significantly between year groups and, for example, the proportion in the current Year 3 is well above average. The proportion of pupils known to be eligible for free school meals is well below average. The school hosts the village pre-school group in its Partnership Foundation Stage Unit, though the pre-school is not managed by the governors and is inspected separately. The Foundation Stage is made up of children in a Reception class. There has been some staff instability in the school due to illness during the last 18 months.

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, which gives outstanding value for money. Pupils learn and achieve well. They are extremely successful in many aspects of their personal development. Rates of attendance are high, reflecting pupils' enjoyment of school. These many positive features lead to outstanding outcomes for pupils.

There are number of excellent features and perhaps the most significant of these is the outstanding care, guidance and support provided for pupils. This results in pupils feeling exceptionally safe and happy in school. They have an extremely good awareness of what constitutes an unsafe situation. A pupil perceptively said, 'There's no real bullying. Friends argue, but you're always going to get that, aren't you?' Pupils agree that there is always someone to whom they can turn if they have a problem. The care also extends to families; as a parent said, 'All staff go out of their way to support not only the pupil, but the family as a whole.' The school also has an outstanding partnership with others to aid the care, guidance and support provided. It makes excellent use of outside agencies when necessary, to support potentially vulnerable pupils and their families. This use of external support also extends to the curriculum, where the school takes a leading role in the local group of schools and uses expertise from local secondary schools very well to enhance the curriculum in subjects such as art, French and physical education.

Pupils behave extremely well, caring for each other sensitively and being very aware of the needs of others. This was demonstrated well during a lesson in Years 1 and 2; when a pupil said to her neighbour, 'Can you help me?' he immediately responded, 'Yes, of course! What do you need?' Pupils have adopted healthy lifestyles tremendously well, acting as ambassadors for their knowledge, as when some were the only primary school pupils selected to give a dance presentation to demonstrate how exercise can enhance a healthy lifestyle to Oxfordshire headteachers. Pupils make a very significant contribution to the smooth running of the school and further afield, willingly taking on responsibilities and, for example, being involved in 'Project Hailey', which is a community project that has been focusing on the development of the recreation areas in and around Hailey. Attendance figures have been high for the last three years, largely because pupils enjoy school so much. A shortcoming in pupils' cultural development is that they have a limited awareness of the multicultural nature of British society, largely due to the monocultural nature of the locality. The school has plans to address this by linking with a school in a more ethnically diverse area.

As a result of good teaching, effective self-evaluation and strong leadership, pupils' attainment has improved significantly and is above average. All pupils in the current Year 6 are expected to reach the required Level 4 in English and mathematics, with many on track to reach the higher Level 5. This is particularly so in mathematics, where the school's strategies have been very successful and more than two thirds of the current Year 6 are

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expected to attain Level 5. Data and classroom observations show that pupils throughout the school are making good progress. This is also the case for pupils with special educational needs and/or disabilities, who, as a result of effective evaluation of their needs and extremely careful plans for their learning, make at least good progress.

Leaders know that the next stage in improving pupils' progress further is to ensure that in all lessons, pupils do not spend too long listening, but are quickly involved in tasks that will extend their learning. Good procedures are in place for assessing pupils' progress, but these are not yet fully embedded, so that occasionally pupils are not always given work that closely matches their needs and abilities, and these features are the main reasons why teaching and learning are not yet outstanding overall. Nonetheless, overall all groups of learners achieve well.

The headteacher has quickly and effectively communicated her vision for the school and there is a good shared commitment to continued improvement. For instance, all staff said on their questionnaires that they know and are involved in what the school is trying to achieve. The governing body share this vision and are becoming increasingly involved in monitoring the school's effectiveness and helping in the drive for improvement. All staff and governors are involved in processes of evaluating the school's effectiveness and a very accurate picture has been built of strengths and areas for development. Bearing in mind the improvements made since the last inspection, which include pupils' faster progress, and higher attainment, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Accelerate pupils' progress and learning to become outstanding by ensuring that in all lessons:
 - pupils spend less time listening and more time actively engaged in tasks that further extend their learning
 - pupils always receive work that is closely matched to their abilities and that it fully challenges them.
- Broaden pupils' awareness of the diversity of cultures in the United Kingdom, by providing more first-hand experiences.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their learning and they achieve well. As a pupil said, 'Lessons are exciting!' This was often in evidence during observations, for instance when the pupils in Years 5 and 6 were tackling mathematical number problems. They were thoroughly involved and engaged in their challenging activities. There was a buzz of interested discussion as pupils decided what, for example, the factors of a four digit number might be. This was also evident in a lesson in Years 3 and 4, where the pupils were looking at poetry and were engaged well in deciding what methods the poet might use to make the poem amusing. Pupils showed good recall of previous learning, for example being able to come up with the term 'homonyms', which were one feature of the poem used as an example. Enjoyment was evident as pupils analysed the poems.

In the last year, pupils' progress and learning have accelerated and become more even. As a result, their progress is now consistently good through the school. In particular, the

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school's assessments show that the current Year 6 have made good, and for many pupils outstanding, progress from their scores in Year 2. The school keeps a very close check on the progress of pupils with special educational needs and/or disabilities and this group make good progress, with several of these pupils make exceptional progress relative to their abilities. Their progress is the same as their classmates because clear plans are made for their future learning and they are supported well.

Pupils are being prepared well for their future and are developing very good workplace skills, for example by working independently and in groups. However, this is not yet excellent, as sometimes pupils spend too much time listening and less time actively engaged in tasks that further extend their learning. Their basic skills are being developed well, though opportunities to use information and communication technology in other subjects are limited by the numbers of computers in each class. Pupils' spiritual, moral and social development is excellent and they have a good understanding of the different cultures and religions around the world. However, they have limited opportunities to understand the diversity within the United Kingdom, so their overall spiritual, moral, social and cultural development is good rather than outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
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

How effective is the provision?

The quality of teaching is good. The school has worked hard in recent years to improve systems of assessment. This has meant that teachers now have more responsibility for

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checking on the progress of the pupils in their classes. They are therefore good at identifying any in danger of falling behind and good strategies are put in place to help these pupils catch up. This more accurate assessment also means that teachers are better able to set work appropriate to pupils' needs. However, this is not yet fully embedded and there are times when work is not consistently challenging for pupils of all ability levels.

The curriculum is enhanced well by a range of other opportunities and pupils particularly enjoy the visits linked to the topics that they are covering. During the inspection, pupils in Years 3 and 4 had a string lesson and those in Years 5 and 6 were learning brass instruments. These lessons were conducted by visiting teachers and the resulting playing was testimony to their expertise and the enjoyment of the pupils. The school has made a good start at redesigning the curriculum, using a topic approach. This is already having benefits in terms of pupils' engagement and enjoyment, but is not yet sufficiently developed. For instance, although literacy skills are practised well in other subjects, skills in mathematics and information and communication technology are not used so frequently in other subjects.

These are the grades for the quality of provision

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

How effective are leadership and management?

The staff team, very ably led by the headteacher, have worked hard in their drive to improve provision and pupils' progress and attainment. The governing body has supported well and is increasingly involved in shaping the direction of the school. Governors are actively engaged in monitoring many aspects of the school's effectiveness and take a knowledgeable and keen interest in pupils' progress. There is an evident sense of purpose and ambition shared by all staff and governors and they are all very keen to make that next step forward to being outstanding.

Safeguarding policies and procedures are rigorous. The headteacher is qualified to deliver safeguarding training to other schools in the locality, although this has not yet taken place. Parents and carers are consulted and appreciate the messages about safety that their children learn at school. However, parents, carers and pupils are not yet fully involved in shaping provision in this area.

The school is an extremely cohesive community and is an integral part of the local community, hosting many community events and being involved in local projects, for example. An audit has been carried out and the school has identified the need to improve the promotion of community cohesion further afield to ensure that pupils learn more about the diverse range of cultures within the United Kingdom.

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Equality of opportunity has a high profile in the school and all are valued and their successes celebrated. Discrimination of any sort is not accepted and racial incidents are very rare as the school is almost entirely monocultural; a pupil said, 'People wouldn't do that in any case.'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress during their time in the Reception class. Despite some changes in staffing, their progress has not slowed. This continuity meant that the children quickly got used to the new faces and learning was not hampered. Children enjoy a good breadth of opportunities and a well-equipped, safe and secure and extremely spacious environment, both inside and outdoors. For instance, they were thoroughly enjoying learning outside with water, when the adults skilfully questioned them to take their learning forward. Questions such as, 'How many times will you have to empty this bottle into this container until it is full?' focused the children well.

The very close working partnership with the village pre-school, who share the premises and many learning opportunities, means that transition into Reception is easy as the children already know the environment and adults extremely well. For example, all the children came together while the Reception teacher introduced the topic of water safety and they were all enthralled as she read Sailor Bear. Children from both Reception and pre-school had good ideas to offer about how he should have acted to avoid the problems he had. The teacher plans for both settings, and then each decides on the learning activities they will use to address the topic.

Children's gains in learning are noted rigorously so that the teacher can keep a check to ensure that they are all making the same progress. However, checks are not made of relative progress between areas of learning to see where skills are being learned more

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quickly or more slowly. This means that children are making faster progress in some areas than others. For instance, they are developing a knowledge of the sounds that letters make (phonic skills) significantly faster than pre-writing skills. The setting is led and managed well, with a very close relationship between all adults contributing to its effectiveness.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The response rate of questionnaire returns was not significantly different from the average. Parents and carers spoken to and on their questionnaires were extremely positive about the school. They said such things as, 'My child loves going to school. The day seems full of activities and there are many trips and activities to support the curriculum.' And, 'We could not wish for a happier, more caring environment for our child.' No significant concerns were expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hailey Church of England 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64	10	36	0	0	0	0
The school keeps my child safe	20	71	8	29	0	0	0	0
My school informs me about my child's progress	9	32	19	68	0	0	0	0
My child is making enough progress at this school	7	25	20	71	0	0	0	0
The teaching is good at this school	10	36	16	57	0	0	0	0
The school helps me to support my child's learning	9	32	18	64	1	4	0	0
The school helps my child to have a healthy lifestyle	10	36	16	57	1	4	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)	10	36	16	57	0	0	0	0
The school meets my child's particular needs	10	36	15	54	0	0	0	0
The school deals effectively with unacceptable behaviour	9	32	17	61	0	0	0	0
The school takes account of my suggestions and concerns	7	25	18	64	0	0	0	0
The school is led and managed effectively	10	36	15	54	2	7	0	0
Overall, I am happy with my child's experience at this school	15	54	13	46	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



10 June 2011

Dear Pupils

Inspection of Hailey Church of England Primary School, Witney OX29 9UB

Thank you so much for welcoming us to your school recently. We thoroughly enjoyed our time with you and listening to all you told us about your school. We are not surprised that you enjoy it, as it is a good school.

These are some of the best things we found.

- All adults look after you extremely well, so you feel exceptionally safe, secure and happy and you agree that the care provided is very good.
- The progress you make has improved, particularly in mathematics, and you are now making good progress in reading, writing and mathematics.
- Your teachers plan interesting tasks for you to do and almost all of you told us that you learn a lot in lessons.
- You are developing extremely well into sensible and responsible young people and you behave exceptionally well. Well done for this, and keep it up!
- You help the school to run smoothly extremely well and we were impressed with your involvement in the village community.
- Your headteacher, the other staff and governors have really good plans to make your school even better. They want it to be outstanding!

These are the things we think need to be improved.

- To help you progress even faster, we have suggested that you need to spend more time doing tasks in lessons, as sometimes you spend a little too long sitting and listening. There are also occasions when you find the work too easy or too hard and we think it always needs to be matched to your particular abilities.
- Give you more opportunities to learn about the range of different cultures in the United Kingdom today, including opportunities to meet children from different parts of the country, for instance.

Thank you once again, and I know you will want to help your teachers by continuing to work hard. Best wishes for the future.

Yours sincerely

John Eadie

Lead inspector

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