

# Hagbourne Church of England Primary School

Main Street, East Hagbourne, Didcot, OX11 9LR

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils do not make good progress throughout the school. Standards at the end of Reception, Key Stage 1 and Key Stage 2 were broadly average last year.
- Expectations of pupils' learning are not high enough. Errors in spelling, grammar and punctuation are not corrected and standards of presentation are low. Early reading skills are not well developed and opportunities to write at length and apply mathematic skills to problem solving are limited.
- Teachers do not make sure work is at the right level for pupils so that it is not too hard or too easy. Pupils are not always given next steps in learning so they know how to improve their work. Sometimes, the time in lessons for pupils to work on activities by themselves or in groups is limited.
- Leaders, managers and governors have not ensured that teaching and achievement have been maintained since the previous inspection.
- Middle leaders are not involved in developing teaching in their areas. School observations of teaching are not focused on pupils' learning and areas for development for teachers are not followed up later to make sure there is an improvement.
- Pupils do not develop a wide range of skills and knowledge in the curriculum.
- Governors have not held senior staff to account for pupils making good progress.

### The school has the following strengths:

- Pupils behave well throughout the school. They are polite and courteous. There are positive relationships between staff and pupils and pupils are supportive of each other.
- Pupils say they feel safe in school and the vast majority of parents and carers responding to the online survey agree.
- The headteacher is clear about the improvements needed in the school and has set out an action plan which has the right priorities.

## Information about this inspection

- The inspection team observed 15 lessons or part-lessons.
- Four observations of lessons were carried out jointly with headteacher. The headteacher was also observed feeding back to staff on pupils' learning and progress in lessons.
- Inspectors talked to pupils about the school and in particular their views about their learning and behaviour. They also looked at pupils' work in books and listened to some pupils read.
- Meetings were held with two governors, staff and pupils. A telephone call was made to a local authority representative.
- The 66 responses to the online Parent View survey were considered as well as written correspondence from parents and carers. Inspectors also spoke to parents and carers as they brought their children to school.
- The returns from 25 staff questionnaires were reviewed.
- The inspection team observed the school's work, looked at records of pupils' progress, and reviewed documents relating to the management of the performance of staff, the school self-evaluation and development plan, as well as behaviour and safeguarding records.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils eligible for the pupil premium (additional funding from the government for pupils known to be eligible for free school meals, children who are looked after and those with a parent or carer in the armed forces) is well below average.
- The school uses alternative provision at Stephen Freeman School.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress.
- A new headteacher took up her post in September 2012.

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

- Improve teaching so that it is regularly good or better by:
  - having higher expectations of how much pupils can learn in lessons and how they present their work
  - using assessment information to provide work at the right level for pupils so it is not too easy or too hard
  - giving pupils clear next steps for their learning so they know how to improve their work
  - providing more time in lessons for pupils to be involved in activities by themselves or in groups.
- Improve achievement and accelerate pupils' progress throughout the school by ensuring that:
  - common errors in spelling, grammar and punctuation are corrected
  - early reading skills are well developed and built on throughout the school
  - there are more opportunities for pupils to write at length in different subjects
  - pupils have more opportunities to apply their mathematical skills to problem solving.
- Improve leadership and management by:
  - developing the role of middle leaders so they are more involved in checking on and developing the quality of teaching in their areas
  - improving the curriculum so pupils develop a wide range of skills and knowledge in all areas
  - ensuring that observations of teaching are more focused on the impact on learning and that areas for development are followed up in subsequent observations to make sure there is an improvement
  - ensuring that governors hold senior staff to account for pupils' progress in the school.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance should be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make good progress throughout the school.
- Expectations of what pupils can learn in lessons are not high enough and this limits the progress pupils make. Pupils do not present their work to a high standard and common errors in spelling, grammar and punctuation are not corrected. Pupils do not have enough opportunities to develop their writing by writing longer pieces in literacy lessons and in other subjects. There are also not regular opportunities for pupils to apply their mathematics skills to problem solving to check pupils understand what they have learnt.
- Pupils enjoy reading and say they read regularly. However, younger pupils struggle when reading more difficult words and do not automatically apply strategies to help them sound out letters and groups of letters (phonics) in difficult words. These skills are not built on in other lessons, for example, by helping pupils break down words when they are spelling and to be able to check what they have written is correct.
- Children enter the school with skills and knowledge at similar levels to those expected for their age. There is some variability in standards at the end of Reception. They improved in 2012 to be broadly average following a dip in 2011. Current tracking shows there is some inconsistency in standards in the different areas of learning and all areas of learning are not equally developed. Pupils have strengths in their personal development although their reading and writing are considerably behind.
- Standards at Key Stage 1 have remained broadly average over time and school tracking shows this will be similar this year. In the Year 1 phonics check in 2012 the proportion of pupils achieving the required standard was similar to the proportion in schools nationally.
- Standards at Key Stage 2 dipped last year and were broadly average. Current school tracking shows that at the time of the inspection, standards in the current Year 6 are higher than at the same time last year.
- Disabled pupils and those with special educational needs receive extra help in lessons so they can understand the work. Progress for these pupils is variable with some making better progress than others. Overall, progress is not strong enough for these pupils to catch up with others in the school.
- Pupils known to be eligible for support from the pupil premium receive one-to-one tuition and additional adult support in lessons. They also are given the opportunity to attend trips to broaden their experience of school. In 2012 these pupils were approximately six months behind other pupils in English and reached similar standards to other pupils in mathematics. Progress for these pupils is mixed and they do not make consistently good progress throughout the school. There is more to be done to ensure equality of opportunity for pupils' learning and for all pupils to make good progress.
- Pupils attending alternative provision are helped to work with others and to access their learning when they are in school. School staff work closely to build on this work and to make sure pupils achieve as well as others.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is too little teaching that is good. Teachers do not use assessment information to make sure work is at the right level for pupils. On occasions, it is too easy for the whole class as expectations are not high enough. Often, it is all set at one level so it is too easy for more-able pupils and too hard for the less able.
- Teachers do not always give pupils next steps for their learning when marking their work or when pupils are ready to move on in lessons and this slows progress. Introductions to lessons are often lengthy and this limits the amount of time pupils have to be involved in activities by

themselves or in groups.

- In the best practice, teachers plan work carefully and make sure it challenges all pupils. For example, in a Year 6 literacy lesson, pupils were learning about poems and were supported in developing their skills of analysis and understanding of style. They used a range of resources including dictionaries and a thesaurus to help them select appropriate words. Less able pupils were provided with extra support for the activity and more-able pupils had an additional challenge. Pupils were encouraged to use self-assessment and to be independent. Pupils enjoyed the work and made good progress in their learning.
- There are positive relationships between pupils and teachers in lessons and this is common throughout the school. Routines are well established, such as when teachers stop pupils working and get their attention. Teachers have good subject knowledge and routinely share what they have planned for pupils to learn in lessons with the class using the 'WALT', 'we are learning to' approach. Teaching assistants help pupils to understand the work and work with pupils to help them tackle tasks supporting them to break these down into small steps.

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

- Pupils behave well in lessons and around the school. Pupils are polite and courteous to staff and each other, and are welcoming to visitors. The school is effective in promoting positive relationships and ensuring discrimination is not tolerated.
- The vast majority of parents and carers responding to the online survey say their child is safe in school and that behaviour is well managed. Pupils say they feel safe in school. They know how to keep themselves safe, for example when using the internet. They are also positive about behaviour and say there is very little bullying. When it occurs, they say it is name calling and dealt with by the school. They are confident they can go to adults for help. School records confirm that their view is accurate and that there is very little bullying and incidents of any kind are few. There have been no exclusions.
- Pupils have a range of responsibilities including acting as office assistants, lunch hall monitors and playground buddies. School council officers take their own notes of meetings and have been instrumental in raising money for the new equipment in the playground. Year 6 pupils have also raised money for gardening equipment with a 'teddy tombola'.
- Attitudes to learning are generally positive, pupils are keen to learn and follow teachers' instructions promptly. However, behaviour is not outstanding as there are occasions when teaching does not maintain their interest or challenge them in their learning so that they become a little distracted.
- Pupils attending the alternative provision are supported in developing their social skills through the use of art. The school makes sure these pupils are safe and well cared for and builds on this work when they return to school.
- Pupils are punctual to school and to their lessons. Pupils attend regularly and rates of persistent absence are low.

### **The leadership and management require improvement**

- Leadership and management require improvement because they have not ensured that teaching and achievement are good. Middle leaders do not have a role in checking on and developing teaching in their areas. Observations of teaching are not focused on the impact of teaching on learning and areas for development are not followed up in subsequent observations to make sure they make a difference and that teaching improves.
- The headteacher is clear about the improvements needed in the school and plans for improvement focus on appropriate areas. She has worked with staff on improving aspects of teaching and focusing on pupils' achievement. There have been some improvements to teaching, particularly for those new to the profession.
- There is a new performance management policy in place and staff have been introduced to the

new Teachers' Standards (national expectations for teachers). Targets are set for all staff and pay awards are linked to teachers meeting their targets.

- The curriculum gives priority to the development of literacy, mathematics and swimming. Pupils' subject knowledge and skills in other subject areas are not developed progressively throughout the school in topic work as there are long periods of time where some subjects are not taught, such as science or history.
- Pupils' spiritual, moral, social and cultural development is well developed. There is a celebration of Christian beliefs in assemblies and the curriculum with an emphasis on understanding other religions. There are links with schools in Poland, Turkey, Kent and Uganda. Pupils have the opportunity to make music together with whole class violin and cello tuition in Year 3 and clarinet in Year 5.
- The local authority has provided effective support for the headteacher to accurately evaluate how well the school is doing and to work with staff on the teaching in mathematics.
- **The governance of the school:**
  - Governors have not challenged senior leaders enough to make sure that pupils' progress is good. They are now getting more information from the new headteacher on data about pupils' progress and the quality of teaching in the school. A new committee, 'Standards and Performance', was set up this year to discuss these areas in more detail. From these meetings governors have looked at the difference pupil premium funding is making and are aware that teaching needs to improve in the school so pupils can make better progress. Governors ensure performance management is in place and sign off pay awards for staff and these are now linked to teachers performing well. Governors attend induction courses and have recently attended courses in the use of data. They ensure safeguarding meets statutory requirements.

## 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>	123168
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	413201

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Harris
<b>Headteacher</b>	Annette Crewe
<b>Date of previous school inspection</b>	30 September 2008
<b>Telephone number</b>	01235 813367
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