

Hagbourne Church of England Primary School

Main Street, East Hagbourne, Didcot, Oxfordshire, OX11 9LR

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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

- Since the previous inspection, the headteacher and governors have successfully improved the quality of education. Consequently, teaching is consistently good and pupils achieve well.
- Pupils across the school make good progress to reach standards that are above average in reading, writing and mathematics by the end of Year 6.
- Teaching is good, with more being outstanding. Teachers make effective use of imaginative resources that stimulate pupils' interest and inspire them to learn.
- Disabled pupils and those who have special educational needs learn well. This is because staff are skilled at breaking activities into small steps so pupils understand what they are expected to do.
- There is a wide range of exciting activities available for pupils. This makes an effective contribution to their spiritual, moral, social and cultural development.
- Pupils behave well in class and when moving around the school. They have very positive attitudes to learning and show respect towards each other and to adults.
- Staff provide a high level of care for pupils and consequently pupils feel very safe in school. Procedures to keep pupils safe are outstanding.
- The Reception class provides a warm and welcoming environment for children. The teaching is full of imaginative ideas and provides a good range of activities that enable all children to make good progress from their different starting points.
- Although middle leaders are new to their roles, they have already brought about improvements in their subjects, owing to the good quality of the training they have received.
- The headteacher has a clear view of what the school does well and where further improvements need to be made. She has worked in close cooperation with governors to address the issues from the previous inspection. The school is very well placed to improve further.

It is not yet an outstanding school because

- Teaching does not secure outstanding achievement. Some teachers plan work that does not match pupils' ability. It is too easy for some pupils, especially the most able.
- School leaders and governors do not have an overall strategic plan to show how the school is to develop in the longer term.

Information about this inspection

- Inspectors observed pupils working in 14 lessons or parts of lessons, five of which were observed jointly with the headteacher. They looked at work in pupils' books and they listened to a sample of pupils reading in Year 2 and Year 6. Inspectors observed pupils as they moved around the school and in the playground during the lunchtime break. They attended one assembly.
- Among the documents scrutinised were plans showing how the school is to develop further, minutes of governors' meetings, information about pupils' attainment, and progress and attendance records. The inspectors also looked at documentation showing how the school keeps pupils and staff safe.
- Meetings were held with school leaders, groups of pupils and three governors, including the Chair of Governors. The inspectors also met with representatives from the local authority and the diocese.
- The views of parents were taken into account by analysing the 46 responses to the online survey (Parent View), and by considering one letter received from a parent. Staff views were taken into account by analysing the 21 responses to the staff survey.

Inspection team

Joy Considine, Lead inspector

Additional inspector

Martin Roberts, Team inspector

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school and pupils are taught in single-age classes.
- The vast majority of pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils who are known to be eligible for additional funding, known as the pupil premium, is much lower than average. This is additional funding provided by the government to support those pupils who, in this school, are known to be eligible for free school meals. In 2014, there were very few eligible pupils in Year 6.
- The proportion of disabled pupils or those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is provision for children in the early years in the Reception class. These children attend school full time.
- There have been several changes to the teaching team since the previous inspection and a new deputy headteacher joined the school in April 2015.
- The school provides a breakfast club and an after-school club, known as Crazy Crocs. This provision was observed as part of the inspection.

What does the school need to do to improve further?

- Devise a long-term strategic plan to show how the school will develop in the future.
- Improve the quality of teaching and pupils' progress by ensuring that:
 - there is a more consistently high degree of challenge for most able pupils in all classes
 - work planned for the different groups of pupils, including those who are less able is always at the right level.

Inspection judgements

The leadership and management are good

- The headteacher has brought about significant improvements since the previous inspection so that pupils' standards and the quality of teaching have improved. She is ambitious both for pupils and for staff, and has created a culture of high expectations in which all are expected to do their best. The large majority of parents have full confidence in leaders and believe the school is well led and managed.
- The school's values of caring, courage, respect and responsibility underpin all aspects of its work. In addition to promoting British values, they also reflect the importance that the school attaches to each and every individual pupil. All pupils are treated fairly and equally, and discrimination on any grounds is not tolerated.
- School leaders and governors quickly responded to the issues in the previous inspection report. They successfully put into place a plan to drive improvement, with short-term targets focused on raising standards. However, they have not yet established a strategic vision to show how the school is to develop over the longer term. Therefore, it is difficult for them to plan and to check actions for improvement over the longer term.
- The targets set for pupils' achievement are ambitious and consequently their attainment has improved. Leaders at all levels regularly check the quality of teaching by undertaking classroom observations. They also look at work in pupils' books and hold regular meetings with staff to discuss pupils' progress. Teachers receive good guidance and advice about how their practice can be improved.
- School leaders work in close cooperation with local schools to provide training and development for all teachers within the group. This has allowed staff from all the schools to share best practice and to discuss and develop new ideas. This has been particularly successful in planning to assess pupils' work, following the government's decision to remove National Curriculum levels.
- The subject leaders for literacy and numeracy are relatively new to their roles. However, they have benefited from effective training and so they have quickly established themselves as leaders by gaining the confidence and respect of other staff. Subject leaders have already helped to improve the teaching of their subjects by providing training for staff. They are now well placed to take a more strategic role in supporting senior leaders to develop their long-term plans for improvement.
- Leaders have responded positively to the changes brought about by the new National Curriculum and have put in place plans showing what is to be taught in each year group. The curriculum is broad and balanced and the variety of different themes, such as 'Famous People', provides opportunities for pupils to prepare for life in modern Britain. There are many opportunities for pupils to practise and extend their literacy and numeracy skills when learning other subjects, and this helps them to make good progress.
- A wide range of exciting activities, including Irish dance and karate, contribute well to pupils' spiritual, moral, social and cultural development. Pupils in Year 5, for instance, thoroughly enjoyed a day visit to France where they practised their French and learned at first hand about French traditions and customs.
- The school has made effective use of the additional funding to support the small number of disadvantaged pupils in the school. In addition to providing extra help in classrooms, the school also subsidises activities such as educational visits. This helps to improve pupils' self-confidence as well as giving them equal opportunities so that they do not miss out. The gap in achievement between these pupils and others has closed over the course of this academic year.
- Sports and physical education have a high profile in school and pupils have won many trophies in local competitions. School leaders are building on this success by employing a sports coach to work alongside staff to develop and enhance the range of sports provided for pupils. The funding is used effectively. For example, it has increased teachers' confidence, particularly in assessing how well pupils are performing.
- Following the previous inspection, the local authority and the diocese provided good support to the school. Literacy and numeracy consultants worked alongside staff to help them improve their teaching of these subjects. School leaders and governors responded well to this support and standards have improved. The local authority has full confidence in school leaders to sustain the improvements made.
- Arrangements to keep pupils and staff safe are highly effective and meet all statutory requirements. All adults who visit school are carefully checked and all staff are fully trained to deal with situations in which they feel pupils are at risk of harm.
- **The governance of the school:**
 - Governors have a good range of skills and knowledge that they use very well to make an effective contribution to leadership and management. They have benefited from training that enables them to fully understand national information about pupils' academic performance. They know that pupils achieve well in comparison with schools nationally. They visit regularly to check for themselves how well

the school is doing. There are lead governors for particular aspects of the school's work. For example, one governor liaises with the special educational needs coordinator to ensure the right provision is made for these pupils. Governors know that teaching has improved and is now good, and they are fully supportive of senior leaders' efforts to improve teaching. They know that systems to manage the performance of staff are robust and that any identified weaknesses are tackled. Governors ensure that financial rewards for teachers are dependent on their impact on pupils' learning. They have implemented effective systems to check that finances are managed well and that the school keeps to its budget.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils across the school have very positive attitudes to learning and are very responsive in class, showing respect towards teachers and each other. Pupils are polite, helpful and courteous. They behave well in class and take care when moving around the school.
- Pupils' behaviour is not yet outstanding because in those lessons where they are not sufficiently challenged, a few pupils become fidgety and distracted and do not make the effort required to help them to learn.
- Most pupils are very thoughtful and considerate. For example, several pupils rushed over to help someone who had a minor fall in the playground to check that she was not hurt. They hold doors open for each other and help each other in class.
- Assemblies provide opportunities for pupils to reflect. For example, in one assembly, pupils offered their own ideas of how they felt books could open up their lives by taking them to different places and times. Such opportunities contribute well to their spiritual, moral, social and cultural development.
- Pupils get on very well together regardless of background. They say that playtimes are happy times and they point to the wide range of equipment and games available to them. They say that pupils usually behave well and struggle to think of any significant incidents of poor behaviour.
- The large majority of parents who responded to the survey agreed that pupils are happy and safe and behave well in school.
- Pupils' attendance has improved and is now above average.
- Crazy Crocs Breakfast Club provides pupils with a nutritious meal and a calm start to the school day. Staff provide a good range of purposeful activities that keep pupils busy and engaged before the school day begins.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school. They say that adults provide a very high level of care and that there is always someone they can go to if they have a problem. They know about different forms of bullying but are adamant that it does not occur.
- The school grounds are very safe and very well maintained. There are areas designated for different activities so that all pupils, regardless of age, can play safely without fear. For example, there are places for boisterous games as well as quiet areas where pupils can sit, think and quietly reflect.
- The school's procedures to ensure the safety of pupils are excellent. Systems are thorough and regular checks are made by governors and the local authority to ensure that pupils are free from harm. Risk assessments for visits are robust. The school deals exceptionally well with the very small number of pupils whose circumstances may make them more vulnerable.
- Pupils know about the dangers posed by the internet and that it is unwise to provide any personal information when using electronic equipment. They know that some substances, such as tobacco and alcohol, are dangerous to health and that some non-medicinal drugs can be harmful.
- Through activities such as 'Junior Citizenship', pupils learn about different aspects of safety associated with fire, water and roads. School records show very few reported incidents related to pupils' behaviour or safety.

The quality of teaching is good

- Teaching has improved significantly since the previous inspection and is now good, with some that is outstanding. This has been achieved through a meticulous programme of staff training and sharing of best practice. Consequently, all groups of pupils make good progress.
- Teachers' confidence in assessing pupils' work has improved and, as a result, they plan work that is usually at the right level for pupils. Just occasionally, there are times when some less able pupils need more support to complete their work and so they do not progress as well as they should.
- Most teachers use resources that stimulate pupils' imaginations and inspire them to learn. For example, in a Year 6 literacy lesson, the teacher used a short video clip of a flashback to help the pupils to write their own memory as a flashback. Pupils were thoroughly enthused by this choice of clip, which also promoted their spiritual development very effectively. They quickly understood the importance of correct use of tense as they moved between the past and present to record their own memories.
- The teaching of reading is good. Pupils learn to use phonics (letters and the sounds that they make) securely to read unfamiliar words. By the end of Year 2, they make good use of these skills to read more difficult words. By the end of Year 6, pupils have developed a range of strategies that help them to read and to understand different types of books to support their learning.
- In most classes, teachers have high expectations and the work they provide for most pupils is demanding. They explain clearly what pupils are expected to learn and so pupils settle quickly to work when teachers set them tasks. Relationships between staff and pupils are good. Pupils are responsive to teachers' questions and instructions and this helps them to learn well.
- Pupils have made good, and sometimes better, progress in mathematics. This is because teachers ensure that pupils have a secure grasp of basic number skills before moving them on to harder work. In lessons, pupils have to reason and use their number skills to solve real-life problems. Pupils relish the challenge and enthusiastically share their ideas and discuss the best methods to complete their calculations.
- There are frequent meetings between teachers to discuss pupils' progress so that those who are at risk of falling behind are quickly identified. Skilled teaching assistants provide disabled pupils and those who have special educational needs with extra help in lessons. As a result, these pupils make good progress.
- Teachers often provide additional challenge for the most able pupils so that they learn in greater depth and extend their knowledge and understanding. However, in just a few classes, the work provided for these pupils is too easy and they do not make the rapid progress seen in other classes.
- Teachers mark pupils' work regularly and the feedback provided is of good quality. Pupils typically respond to comments by correcting and improving their work. This helps them to make good progress.

The achievement of pupils is good

- Pupils' achievement across the school has improved significantly since the previous inspection. This is reflected in the most recent assessment information that shows considerable gains in reading, writing and mathematics at the end of both Year 2 and Year 6. Pupils are very well prepared for the next stage of their education.
- Pupils' attainment at the end of Year 2 has been steadily improving and is now above average. This year, the proportion of pupils reaching the higher Level 3 in reading, writing and mathematics is above average. The standards of work in pupils' books and those seen in class reflect the school's assessment information.
- Work in pupils' books shows that they now make good progress in all subjects in most year groups. There is a much sharper focus on securing basic skills before pupils are moved on to harder work. This indicates that the school has successfully tackled pupils' previous underachievement so that by the end of Year 6, they make good progress and their standards are above average in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well from their different starting points because staff meet their needs. Sometimes they receive help from class teachers, and at other times they work in small groups led by well-trained teaching assistants. There are times, however, when less able pupils do not progress as well as they should because teachers do not always provide enough support to enable them to complete their work.
- School leaders have provided effective, targeted support for disadvantaged pupils who are now doing at least as well as other pupils. Owing to the small numbers of disadvantaged pupils, comparisons with all pupils nationally can not be made. School leaders carefully track the progress of disadvantaged pupils to ensure that they achieve as well as other pupils.

- The most able pupils respond well to the high levels of challenge set by most teachers. Although at times work is too easy overall good progress is reflected in the increasing numbers who are reaching the higher levels at the end of each key stage. Current school data and work in pupils' books indicate that the percentage of pupils working above the level for their age is above average at the end of Year 2 and Year 6.
- Pupils achieve well in reading. They build up their knowledge of phonics in the Reception class and in Key Stage 1, so that by the end of Year 2, they have a range of skills that they use to read effectively and with enjoyment. By Year 6, they read confidently and answer questions about what they have read by referring to the text to support their views and opinions.
- By the end of Year 6, pupils write fluently, using well-chosen vocabulary to engage the interest of the reader. Writing is usually lively and well structured and has a good sense of purpose. Pupils' writing expresses ideas well and is mostly grammatically correct with effective use of punctuation. Previous underachievement has been successfully addressed.
- Pupils enjoy their mathematics lessons because they are usually challenging and stimulate pupils to think. Pupils now have a good grasp of basic skills of number that they confidently manipulate to reason and to solve written problems. Work in pupils' books shows that they work hard and some reach very high standards.

The early years provision

is good

- Children enter the Reception class with skills that are broadly typical for their age. They make good progress across all areas of learning to reach a good level of development. They settle quickly into school because staff provide a warm and welcoming environment for them. Current attainment data show that they have made good progress and are working at levels above those expected for their age. Children are well prepared for entry to Year 1.
- The Reception teacher has an excellent understanding of the needs of young children and ensures that children are taught well. She makes children feel very safe and secure and encourages them to take risks and 'have a go'. Consequently, children are confident, readily share their ideas and talk happily about what they are learning. They cooperate and take turns and know that it is important to listen to each other as well as to the teacher.
- Staff have established excellent relationships with children and skilfully build on children's natural curiosity, questioning and extending their ideas as they work and play. Very occasionally, most able children are not sufficiently challenged in whole-class teaching sessions and this slows their overall progress. This is why early years provision is not yet outstanding.
- There is a strong focus on developing children's speaking and listening skills in preparation for reading and writing and on developing their knowledge of numbers. Children are attentive and concentrate well. They behave well, but occasionally, when whole-class sessions continue for a long time, a few children get a little distracted and fidgety. Children feel safe in the Reception class because staff provide care of high quality for them.
- The early years provision is currently led effectively by the headteacher, although she is training the teacher in preparation for this role. Together, they have an excellent understanding of early years provision and have strengthened the provision since the previous inspection. They keep detailed records of children's achievement and regularly check children's progress. The children's 'learning journeys' provide an extremely comprehensive record of children's progress, captured by photographs and annotations by both staff and parents.

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

Unique reference number	123168
Local authority	Oxfordshire
Inspection number	462386

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	207
Appropriate authority	The governing body
Chair	Jim Harris
Headteacher	Annette Crewe
Date of previous school inspection	12 June 2013
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