

Hanborough Manor CofE School

Riely Close, Long Hanborough, Witney, Oxfordshire OX29 8DJ

Inspection dates

14–16 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders have created a learning environment of high expectations and ambition. Pupils have a real desire to learn and they make exceptional progress in English and mathematics.
- The trust provides highly effective support for leaders and teachers. Trust leaders have a good understanding of school performance and set challenging targets that are linked to school improvement.
- Governance is strong. Governors take their responsibilities very seriously. They carefully check safeguarding processes are followed properly. They are meticulous in checking that leaders are using additional funding well.
- Leaders' use of assessment information in English and mathematics is very effective. They ensure that pupils, including those from disadvantaged backgrounds, receive high-quality support to make the best possible progress.
- Leaders have not tracked pupils' progress and attainment closely in subjects other than English and mathematics. This means they do not know how well pupils are doing in these areas of the curriculum.
- The early years provision is a strength of the school. The determined leadership ensures that children make rapid progress from their starting points in all areas of the curriculum.
- Pupils' behaviour is exemplary in and out of lessons. Pupils enjoy school and are highly engaged in their learning. They display high levels of consideration and respect.
- The curriculum has been planned and developed carefully to make sure that pupils are well prepared for their future lives. Pupils enjoy a wide range of enrichment activities. These successfully promote pupils' spiritual, moral, social and cultural development.
- Teaching is good. Teachers and teaching assistants have developed positive relationships with pupils and know them well. Teachers plan carefully to make sure that tasks match pupils' prior learning.
- Pupils who have special educational needs and/or disabilities are very well supported. They make strong progress from their starting points.
- Pupils' spelling is often poor and mistakes are not corrected. As a consequence, pupils often continue making the same errors.

Full report

What does the school need to do to improve further?

- Develop leadership and management by ensuring that:
 - pupils' progress in subjects other than English and mathematics is monitored closely
 - monitoring information is used to make sure that all pupils make rapid progress from their starting points across the whole curriculum
- Continue to improve pupils' spellings.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has developed and sustained an ambitious culture, exemplified by the school's vision of, 'high expectations for all'. All members of the school community endeavour to realise this vision for the pupils in their care. Their work has brought about sustained improvements, year after year, culminating in the school's excellent outcomes in English and mathematics in 2016.
- Leaders have ensured consistency in teaching approaches and expectations through shared planning and high-quality training for staff. Checks on teaching are accurate and result in useful feedback for teachers and teaching assistants to help them to improve further. Teachers are very positive about the support and coaching that they have received, and they can explain how it has helped to make them more effective teachers, and to further improve outcomes for pupils. Consequently, teaching, learning and assessment are good.
- The curriculum is carefully planned, integrating academic study with wider support for pupils' development. For example, clear plans to promote fundamental British values are cleverly woven through different subject areas. Pupils' personal, social and health development is promoted through specific lessons very effectively. The wide range of extra-curricular activities, for example, trips, residential visits and the school radio station, help to create a broad and balanced experience for pupils.
- Leaders foster a strong sense of community and integration through the collaborative 'stepping stone' days in which pupils work across year groups. Pupils enjoy these active days, along with the 'showcase' events where pupils present and explain their work to parents. These activities support pupils' wider learning across the curriculum and successfully promote their spiritual, moral, social and cultural development.
- Leaders work closely with parents, providing a wide range of useful workshops and support, including a grammar and punctuation evening, and information about learning and development in the early years. Parents appreciate these opportunities, which help to create a consistent message for pupils.
- Leaders make exceptionally good use of the pupil premium funding and the additional money for pupils who have special educational needs and/or disabilities. They sharply evaluate the use of this money, and make sure that it is closely directed to activities that support these pupils to make the best possible progress. As a result, disadvantaged pupils catch up where needed, and make rapid progress so that they achieve in line with other pupils nationally. Pupils who have special educational needs and/or disabilities make very good progress from their starting points.
- The additional primary sport funding is used effectively to enhance pupils' experiences of other sports and to develop staff skills. Pupils engage in sports activities with enthusiasm and develop a good understanding of healthy lifestyles.
- Leaders track pupils' progress and attainment in English and mathematics closely. They make good use of the support from the trust to ensure their assessments of pupils' work are accurate. However, their tracking of pupils' outcomes in science and the foundation subjects is not as sharp. This means that leaders do not know if pupils are

making the progress that they should in these areas of study.

Governance of the school

- Governance is strong. Governors are dedicated and share the high aspirations of the trust and school leaders. They provide high-quality support and challenge to ensure that additional funding, including that for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is used effectively.
- Governors have a sharp understanding of the school's current performance in English and mathematics. They hold leaders to account for the performance of pupils in these subjects. They understand the need to extend this work to examine pupils' progress and attainment in other subjects.
- The trust has strengthened the work to manage the performance of staff. Leaders now set staff challenging, measurable targets that contribute to whole-school improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established clear processes and make sure that all staff are well trained and understand the important role that they have to play in safeguarding pupils. Staff have a detailed and accurate understanding of the procedures and know what to do if they have the slightest concern.
- The governor responsible for safeguarding checks the school's records and processes, including those relating to the recruitment of staff and volunteers. These follow safer recruitment guidelines.
- The designated safeguarding lead works well with parents and external agencies to make sure that communication is effective and that they work together to keep pupils safe. Parents appreciate the workshops regarding e-safety and useful advice in school newsletters.

Quality of teaching, learning and assessment

Good

- Teachers and teaching assistants have very good subject knowledge. Teachers plan interesting lessons, based on their understanding of pupils' prior learning. Teaching assistants provide effective support by asking pupils useful questions and supporting them to answer. As a consequence, pupils make very rapid progress in English and mathematics.
- Pupils are eager to speak about their learning and demonstrate a keen interest in the tasks set. They are confident to try difficult tasks and they respond with enthusiasm to the different challenges provided; this helps them to improve their work. Pupils make very good use of the creative resources provided by staff, for example, the 'working walls' in each classroom. They told inspectors that these resources help them to develop their independent learning skills.
- Homework is well planned and supports pupils' progress and the development of their

independent learning skills. Pupils enjoy the range of activities that this work covers.

- Pupils who have special educational needs and/or disabilities are taught very well. Staff plan carefully tailored support which enables these pupils to develop the specific skills that they need, while working alongside their peers. As a result, they develop strong academic, emotional and social skills.
- Mathematics is taught well. Teachers develop pupils' skills rapidly. Pupils' mathematical reasoning is very high quality as a consequence of the precise and effective teaching.
- Pupils read well and teachers encourage them to develop a love of reading by creating interesting tasks and providing a wide variety of high-quality texts to read. Pupils told inspectors that it was, 'cool to read,' and that reading, 'helps with everything'. Teachers keep detailed records of pupils' progress in reading and staff listen to pupils read regularly. As a result of this support, pupils make exceptional progress with their reading.
- Writing is taught well overall. Teachers provide interesting stimulus materials for pupils which means that pupils are very enthusiastic about their writing. Pupils' books show that the wide range of writing genres covered helps them to develop good writing and handwriting skills. However, spelling errors are often repeated by pupils over time and are not corrected. This limits their progress and attainment.
- Inspectors observed some effective teaching of other subjects, including physical education and art. Pupils' work shows that they achieve well in these subjects; however, their progress is not clear as it is not yet tracked closely.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are articulate, confident and happy. They are proud of their school, especially the way that their ideas are taken seriously by leaders. For example, along with parents and staff, pupils helped to decide on the school values of respect, responsibility, friendship, perseverance, honesty and creativity. These values are fully embedded in school life, and pupils are keen to explain what they mean and how they might demonstrate them.
- Pupils are proud of their leadership responsibilities and the difference that they make to the whole school community. For example, members of the school council wrote and performed an assembly about their visit to the Houses of Parliament. Following this assembly, each class wrote questions for their local Member of Parliament. Pupils show a keen knowledge of democracy and interest in the rule of law and other fundamental British values.
- Pupils say that bullying rarely occurs but, if it does, it is dealt with effectively by adults. Pupils have a clear understanding of the difference between bullying and 'mean behaviour' and have a raft of strategies to deal with these situations, should they arise. A small minority of parents raised a concern about bullying, but inspectors could find no evidence to support this. Leaders' work to educate pupils regarding anti-bullying is

highly effective.

- The vibrant school environment supports pupils' personal development exceptionally well. 'Working walls' that celebrate pupils' spiritual, moral, social and cultural development ensure that these aspects of their learning are promoted very effectively.
- Staff know the pupils and their families extremely well and communicate closely with them. As a result of exceptional support by staff, pupils are happy and successful at school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are highly motivated and understand that learning is important. They also fully embrace the school's high expectations regarding behaviour and working together. They demonstrate exceptional behaviour in and out of the classroom. They display a love of learning and swiftly move from one activity to the next.
- Pupils are courteous and polite. They demonstrate respect and very good manners to each other and visitors.
- Pupils enjoy school and want to attend regularly. Attendance for all groups of pupils is in line with national averages over time. Where there is any attendance concern, leaders work closely with families and external agencies to provide support and bring about improvement. This work has been highly effective.

Outcomes for pupils

Good

- Outcomes for pupils in reading, writing and mathematics are very high, and often better than those of other pupils nationally. For example, in 2016 key stage 2 pupils ranked in the top 1% of all schools nationally for their achievement in reading. This success is due to the high expectations established by leaders, along with a relentless focus on ensuring that pupils make substantial progress from their starting points in these subjects.
- In Reception Year, leaders' careful tracking and planning means that most pupils make rapid progress from their varied starting points, and many achieve higher standards than expected by the end of the year.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has been above the national figure for the last three years.
- Pupils who have special educational needs and/or disabilities make strong progress from their varied starting points. Leaders and teachers work very well with external specialists to ensure that these pupils are fully integrated into the life of the school and receive timely support.
- The small number of disadvantaged pupils make good progress from their starting points and achieve highly in English and mathematics. The additional funding to support their learning is used very well. Leaders ensure that support is carefully matched to their needs and, as a consequence, it is highly effective.
- The most able pupils, including the most able disadvantaged pupils, make substantial

and sustained progress in English and mathematics. Many are working above national expectations and attain very highly.

- Work in books is generally of a good standard. It is well presented and demonstrates that teachers' expectations of what pupils can achieve are high. However, pupils' spelling is often weak and books show that they repeat errors over time.
- Leaders track pupils' progress and attainment very closely in English and mathematics. Although other subjects are taught regularly, leaders have not tracked pupils' progress in the wider curriculum as closely. Pupils' books and school information from the successful 'showcase' events indicate that pupils achieve well in the wider curriculum but their progress from starting points is not clear. Leaders have already begun work to improve this, but it is too early to see the outcome.

Early years provision

Outstanding

- At the heart of leaders' work in the early years is the determination to make sure that children develop a love of learning and the ability to persevere with tasks, even when they find them tricky. Leaders' success with this work means that children make rapid progress from their starting points, and are well prepared for their next steps in Year 1.
- The number of children reaching a good level of development has risen steadily over the last three years and in 2016 was much higher than the national average. School information shows that this attainment also represented rapid progress from the children's varied starting points.
- Children currently in Reception Year, including those who are disadvantaged, are making rapid and sustained progress. Leaders' careful tracking of pupils' progress and attainment across the whole curriculum indicates that almost half of children are already working beyond that which is expected. Inspectors' scrutiny of pupils' work showed that these assessments are accurate.
- Leaders have created an exciting and effective curriculum in Reception Year. Their evaluation and planning means that children get off to a positive, engaging and safe start to school life. Additional funding, including the pupil premium, is used highly effectively to ensure that children catch up.
- Teaching is outstanding in the early years. Staff have established very positive relationships with the children in their care. They use their strong subject knowledge to plan varied and stimulating work that is based around children's interests.
- Children demonstrate exceptionally positive attitudes to their learning and told inspectors that they liked school because it was 'fun'. They demonstrate respect and care for each other and work well together. Their behaviour throughout the inspection was exemplary.
- Leaders make the most of the physical environment, creating stimulating indoor and outdoor spaces. For example, the personalised wall spaces celebrate children's progress. Children have a strong sense of ownership of their own learning and progress. They eagerly contribute to their wall space and enjoy seeing the information and successes that are shared.
- Safeguarding is effective. Staff understand the clear processes established by leaders

and follow them quickly, when required. Children learn how to keep themselves safe and told inspectors that they feel safe at school.

- Parents are very positive about the provision and the progress their children make. They appreciate the way that staff are always available. For example, one parent commented that, 'You can approach the staff on anything and they will go out of their way to help.'

School details

Unique reference number	141053
Local authority	Oxfordshire
Inspection number	10032935

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	Academy trust
Chair	Ian Wilkinson
Headteacher	Sarah Kerswell
Telephone number	01993 881446
Website	www.hanboroughmanor.co.uk
Email address	head.3147@hanborough-manor.oxon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hanborough Manor is smaller than the average primary school. There is one class in each year group, including Reception Year.
- In July 2014, the school became part of the Eynsham Partnership Academy. As part of this arrangement, the headteacher provides support to other local primary schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of pupils supported by the additional pupil premium funding is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- The school meets requirements on the publication of specified information on its

website.

- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- The inspection team observed 21 part-lessons, many of which were observed jointly with school leaders.
- The inspectors met with parents and carers, groups of pupils, members of staff, the school leaders, and members of the governing body and academy trust.
- Inspectors listened to pupils read and checked a wide range of pupils' work across all year groups and subject areas.
- Inspectors examined a wide range of school documents, including information on pupils' progress, school improvement plans, curriculum plans and checks on the quality of teaching. They also examined school records relating to safety and behaviour.
- Inspectors took account of 80 responses to Parent View, including 38 free-text comments and one email. Inspectors also considered the school's own staff survey.

Inspection team

Lucy English, lead inspector	Her Majesty's Inspector
David Shears	Ofsted Inspector
Jeremy Bird	Ofsted Inspector
Chris Corr, lead inspector	Ofsted Inspector

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