



New Hinksey Church of England Primary School

Inspection Report

Unique Reference Number 123142
Local Authority Oxfordshire
Inspection number 292594
Inspection dates 6–7 December 2006
Reporting inspector Brenda Iles

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Vicarage Road
School category	Voluntary aided		Oxford
Age range of pupils	3–11		OX1 4RQ
Gender of pupils	Mixed	Telephone number	01865 242169
Number on roll (school)	100	Fax number	01865 242169
Appropriate authority	The governing body	Chair	Cllr Robert Price
		Headteacher	Mrs Charlotte Haynes
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This city church school is much smaller than average and serves an area of social and economic disadvantage. Pupils come from a broad range of social and cultural groups including traveller families. More pupils are entitled to free school meals than average and an above average proportion speak English as an additional language. The proportion of pupils joining or leaving at other than the usual times and those with learning difficulties and disabilities is much higher than most schools. The school has recently changed status from a first school to a full primary school and offers nursery provision and after school care.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. Standards in English, mathematics and science are below average but, taking account of pupils' very low starting points, this represents a satisfactory level of achievement. Children in the Foundation Stage achieve well because they are well taught and this good progress continues in Key Stage 1. In years 3 to 6 pupils achieve satisfactorily. Recent action to improve writing is effective. Following a period of disruption, teaching in Years 5 and 6 is now satisfactory. Good modelling of language in Years 3 to 6 supports the development of speaking and writing but there are inconsistencies in expectations and marking which slow the pace of progress and lead to weaknesses in presentation.

Leadership is good and engages positively with the challenge of meeting the needs of the school's different communities. Effective monitoring and evaluation has identified the impact of teaching and learning on pupils' achievements and where improvements are required. The action taken is raising achievement. Individual pupil's progress is tracked systematically to measure the progress of different groups. The school strives to overcome the potential barriers to learning created by poor attendance and frequent changes of school. The impact of actions to improve support for the high proportion of pupils with learning difficulties has been effective and this group makes good progress. Pupils who speak little or no English are well cared for and good links with the support services guide learning. However, more can be done to plan work specifically for this group and to improve the range of resources. Overall, teaching and learning are satisfactory. They are good in the Foundation Stage and Years 1 and 2. Tasks are matched well to pupils' needs and linked to practical, enjoyable learning opportunities. Assessments are analysed and specific targets, set to raise achievement are shared with pupils and parents.

Although attendance figures are low, pupils say they enjoy school, particularly opportunities to work on the allotment, visit places of local interest and develop their art and design skills. These experiences enable pupils to see how they can use a range of life skills and contribute to their community. The leadership is working hard to encourage prompt and regular attendance. However far too many families fail to ensure their children are in school on a daily basis.

Behaviour is good in lessons and at playtimes. Good supervision ensures pupils feel well cared for and safe. Parents speak highly of the care and guidance the school offers. Issues are dealt with promptly and fairly and safeguarding procedures are good. Pupils understand the importance of healthy eating, exercise and first aid.

The school accurately evaluates its strengths and areas for improvement. Good partnership between staff and governors promotes high expectations to improve community learning. The curriculum is good and family evenings encourage parents to become involved in their children's learning. Community members make valuable contributions to cultural development through art, dance and music workshops.

What the school should do to improve further

- Raise standards in English, particularly writing, and mathematics.
- Improve the quality of teaching in the juniors and the support for pupils at the early stages of acquiring English.
- Improve attendance rates.

Achievement and standards

Grade: 3

Attainment is well below average when children start school, particularly in communication language and literacy and personal, social and emotional development. Children make good progress in the Foundation Stage but few achieve the expectations for their age group on entry to Year 1.

The significant proportion of pupils entering and leaving school during each year and the small numbers in each year group mean that the data from national test results must be analysed with care. Teacher assessments at the end of Year 2 and national test results for Year 6 confirm standards remain below average with particular weakness in speaking and writing. In Years 1 and 2 most pupils achieve their targets and make good progress. In Year 6 achievement is satisfactory. Although pupils who speak English as an additional language make steady progress in Years 3 to 6, tasks are not always sufficiently well designed to secure faster progress. Pupils with learning difficulties make good progress because work is designed to support individual needs. Traveller pupils and those who change schools frequently are supported effectively. Pupils who do not attend regularly do not make the progress they should.

Personal development and well-being

Grade: 2

Pupils' personal development and well being, including their spiritual, moral, social and cultural development, are good. The Foundation Stage enables children from a range of cultures to settle quickly and make friends. The school council make valuable contributions to school life organizing social events and contributing to decision making, for example choosing lunchtime games equipment. They are proud of the school's Eco status and their contributions to recycling. Pupils like school, feel safe, learn to eat sensibly, take regular exercise and become proficient in cycling and first aid. Rigorous procedures are in place to raise attendance levels in partnership with the local authority services but they remain too low. Absences inhibit learning and result in slow progress. Pupils' positive attitudes enhance achievement in practical subjects such as art and design and technology. Links with other schools, cultural activities, visits to museums and working on the allotment enable pupils to develop satisfactory life skills. These practical tasks encourage independence, decision making and personal responsibility.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning is good in the Foundation Stage, Years 1 and 2. In Years 3 to 6 it is satisfactory. Caring relationships help pupils to enjoy their lessons. Good use of language and questioning encourages pupils to develop their communication skills. In good lessons teachers plan creative, practical activities linking learning to subjects such as information and communication technology (ICT), drama and art. These activities make learning enjoyable and encourage pupils to cooperate and apply their literacy and numeracy skills. Assessments are accurate and support the negotiation of targets with pupils and parents. Teaching assistants offer good support to pupils with learning difficulties and disabilities and enable them to succeed. In Years 3 to 6 too little is done to support the learning of pupils with English as an additional language. There are also inconsistencies in expectations of presentation and the marking of work which slow the pace of progress in these year groups.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of learners well and values their rich, diverse cultures. The community make valuable contributions, singing Irish songs, sharing foods from different countries and demonstrating dances and music. Pupils recall with enthusiasm Canadian breakfasts, Indian dances and African music. Good links between subjects promote the use of literacy skills and pupils speak enthusiastically about their work in subjects like art, French, science and history. They describe visits, walks, clubs and their contributions to local events, for example the Christingle service. The use of ICT encourages pupils to record their work in a range of ways. Well focused support ensures all pupils are fully included in activities. The personal development programme enhances learning and promotes the warm nurturing ethos. Children in the Foundation Stage enjoy a wide range of exciting activities that promote learning through indoor and outdoor play.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school engenders trust and respect enabling parents and carers to gain the support they need. Vulnerable pupils and those with learning difficulties are supported well. Good links with outside agencies enhance the provision, for example, for the community of travellers. Child protection and health and safety arrangements are strong. Pupils feel safe, valued and know who to talk to if they have problems. They learn to care for themselves and take responsibility and are excited by the many opportunities that enable them to develop their ideas and skills. Parents' views of the school's support for their children are very positive. Regular assessment and monitoring of pupils' individual learning targets demonstrates rates

of progress and actions to raise achievement. Marking in Years 3 to 6 does not consistently provide sufficient information to enable pupils to understand how to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The school is rightly proud of its good nurturing ethos. Effective teamwork promotes good care and support. The capacity to improve is good and recent action to raise the achievement of pupils with learning difficulties is successful. Self-evaluation is accurate and monitoring is rigorous and thorough. The views of parents and the community are sought and acted upon. Governors give good support, take part in monitoring activities and provide good challenge. This good improvement ensures governors fulfil their statutory duties well.

The school plan is well focused on raising achievement and improving teaching and learning. It is systematically and regularly evaluated and staff roles and responsibilities are clear. Subject leaders train staff, moderate judgements on standards and identify inconsistencies. Good links between the priorities in the school plan and the school's evaluation of its work effectively drive improvements. The next challenge identified is to provide good teaching in Years 3-6 to improve the school's overall effectiveness.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for helping me during your school inspection. I enjoyed talking to you, visiting lessons and attending your Christingle service. I thought you behaved well and I am pleased that so many of you like school. I felt welcome and I agree with your parents that New Hinksey takes good care of you. I am pleased you feel happy and safe at school and know who to go to if you have a problem.

Your school provides a satisfactory education. Your headteacher, teachers and governors know how to make the curriculum and your learning enjoyable. I particularly enjoyed looking at your art work, visiting the Foundation Stage and watching you play happily together at break times.

I saw some good lessons in the Foundation stage and Years 1 and 2 and know you enjoy opportunities to use computers, work on the allotment and attend clubs. I understand that some of you find writing difficult and are working hard to meet your targets in English and mathematics. I was pleased to see so many of you answering questions using new words you had learned and making sure that work on display is neatly presented.

There are some ways in which I think your learning can improve. Attending school regularly and not taking holidays in term time will help you to make faster progress. I also think your teachers in Years 3 to 6 can help you to improve by ensuring they explain what you need to do next when they mark your work and expecting you to write neatly in your books. Many of you speak several languages well but are just beginning to learn English. I have asked your school to provide more help for you to enable you to learn more quickly.

I enjoyed being with you and hope you enjoy supporting your school to continue improving!

Brenda IlesLead inspector