

# East Hanningfield Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115113
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311839
<b>Inspection dates</b>	23–24 September 2008
<b>Reporting inspector</b>	John Paull

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	94
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Lyne
<b>Headteacher</b>	Mrs Linda Findlay
<b>Date of previous school inspection</b>	16 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Tye East Hanningfield Chelmsford Essex CM3 8AE

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<b>Age group</b>	4–11
<b>Inspection dates</b>	23–24 September 2008
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than most other primary schools. Considerable refurbishment has recently been carried out. It includes provision for the Early Years Foundation Stage (EYFS) in a Reception class for four to five-year-olds. A large majority of the school's pupils are from White British families. The proportion from minority ethnic groups is gradually rising. The number who speak English as an additional language is also rising, although very few are at an early stage of learning English. A small number of pupils come from Traveller families. The proportion of pupils who find learning difficult is a little above average and has risen from the last inspection, when it was below average. The proportion of pupils known to be eligible for free school meals is below the national average although this figure is also rising. While attainment on entry covers a wide range it is, for many children, below what is usually found.

The school has recent 'Healthy Schools', 'Active Mark' and local authority 'Quality Mark' awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school provides well for its pupils, which reflects the good use that it makes, including the accuracy of, its self-evaluation. A large majority of parents who responded to the Ofsted questionnaire indicated high levels of satisfaction with the school, believing that teaching is good and that their children are well cared for. Inspection evidence strongly supports their view. Some aspects are in fact outstanding. Good leadership and management are ensuring strong teamwork amongst all staff. The governing body is extremely well involved and makes outstanding contributions of help and support. Its parent governors go out of their way to make themselves known to other parents to help them to understand what the school provides.

All of this manifests itself most strongly in a tremendous commitment to do what is best for all pupils, seeking ways of removing difficulties or barriers that might discriminate against individuals' opportunities to learn. Highly successful links are forged with other schools, including a special school, a local playgroup, secondaries and also with specialist agencies and services. Links with the local Parish Church are also developing well. Pupils are looked after on a personal level exceptionally well. All safeguarding and child protection matters are taken very seriously. Any incidents of reported unkindness are checked out to ensure no lasting hurt occurs. Pupils with emotional or behavioural difficulties are supported very well and effective monitoring and rewards are in place. Pupils are pleased with opportunities that they receive to comment on what affects them through, for example, their school council. Older ones especially recognise that their suggestions are acted upon when possible. This very strong care and support contributes considerably to their excellent personal development and well-being. As a result, nearly all pupils enjoy school considerably, which is reflected in their enthusiastic willingness to say so when asked, their above average attendance, outstanding behaviour and good achievement. They are proud of their bright, refurbished classrooms, which they look after well.

Systems to track pupil's progress are thorough and used to set targets that are challenging and realistic. Pupils are involved in the process and, even at this early stage in the school year, many can already quote from them what they must do to make good progress. From often below average starting points when they enter the Reception class, pupils make good progress. By the end of Year 2, standards are average in reading and mathematics, and above average in writing, as indicated in national assessments and in their work across a good, broad curriculum. By the end of Year 6, continued good progress, based on good teaching, produces above average standards, especially in English. Well-developed writing skills contribute much to this picture. Sometimes, however, pupils lack understanding of how to apply their basic mathematical and scientific knowledge to problem solving or experimental work. This holds back a little their otherwise strong performances in these subjects. Nevertheless, good subject leadership has correctly identified this and is focusing on ways to improve these types of thinking skills. The success of the staff's recent push on improving writing confirms a good capacity to make necessary improvements. Work seen in information and communication technology (ICT) matches standards expected nationally. Their confidence in using computers helps their good rate of progress. Pupils sang very well during assembly, noticeably varying the tone of their voices to match the mood of the words. The school's budget has been spent wisely, for example, in training skilled learning assistants who support teaching effectively. As a result, pupils who find their work more difficult than others invariably have someone on hand to show them what to do next. This ensures that they make good progress. More able pupils and pupils from minority ethnic groups, including those with a Traveller heritage achieve as well as other pupils.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good leadership of the EYFS is ensuring that children's achievement is good. This is especially so in their personal, social and emotional development, in which progress is often very rapid. This results in happy children who are confident, sociable and ready to learn. The main reason is that teaching focuses on this area closely and the planning results in a lively, often innovative, approach. For example, adults themselves sometimes dress up to join in with role play, adding to the children's enjoyment and confidence to take part themselves. Children are supported very well indeed. Each individual is known particularly well to staff and this process begins even before they arrive in the school. This is based on good open relations with a local playgroup, which many of the children attend beforehand. Children of all abilities and backgrounds thrive so, by the time they enter Year 1, they make good progress and a reasonable proportion reach the early learning goals expected. At the moment, exterior provision does not quite match that of the classroom. This is because recent refurbishment work has resulted in the removal of shelter, so inclement weather prevents children from making full use of spaces outside. Nevertheless, the staff are resourceful and work hard to ameliorate the situation with temporary canopies and suchlike. Overall, provision remains good and governors have plans to provide a new permanent solution.

### What the school should do to improve further

- Focus more on improving pupils' thinking skills especially in mathematics and science, helping them to understand better how to apply basic knowledge to problems, practical tasks, investigations and experiments.
- Develop the outside spaces for the EYFS, as planned and as quickly as possible.

## Achievement and standards

### Grade: 2

Since the last inspection, rates of pupils' progress have increased throughout the school and have resulted in good achievement. By the time pupils leave in Year 6, standards are often above average. This is reflected in the 2007 national test results, which exceeded national figures, and looks to have been maintained in 2008. These results also indicate the success of much work undertaken by the staff to improve expertise in the teaching of writing. Pupils' written work is often a good standard and their English results are better than those in mathematics and science. Recent analysis of pupils' work has correctly identified a relative weakness in their investigative and problem-solving skills. These skills are now to be focused on, in order that attainment rises to match that in English. Assessments at the end of Year 2 indicate average standards in reading and mathematics, while writing is frequently above average. Pupils who find learning harder than others do well, owing to carefully constructed plans that show clearly what they need to do to make progress. Pupils from minority groups, including those of a Traveller Heritage, also thrive in the school's supportive climate for learning.

## Personal development and well-being

### Grade: 1

Pupils respond extremely well to the nurturing approach of teachers, learning support assistants and midday supervisors, alike. As a result, their personal development and feelings of well-being are exceptional. Pupils' spiritual, moral, social and cultural development is excellent and reflects

the school's increasing links with the local Parish Church and the excellent social role models offered by staff. Pupils are very proud of growing their own herbs and vegetables that are used in their school meals. They know what it means to eat healthily and why they should play sports. They do so in good numbers. They are confident and work very well together in groups. They know right from wrong and their behaviour in lessons is often impeccable. They are polite and helpful to visitors. They willingly take part in social and cultural events. For example, those taking part are eagerly anticipating singing in Chelmsford Cathedral. They know how to keep safe and move sensibly around the building. Their literacy, numeracy and ICT skills make good contributions to their readiness for life outside school. A recent visit to a local timber business, which excited pupils greatly, offered further insights into the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Well-planned teaching that includes careful adaptations of lessons to meet the needs of pupils in mixed age, mixed ability classes is ensuring good learning. As a result, pupils in all groups and stages make good progress. Lessons are typified by pupils who are involved in what they do and who concentrate fully for long periods of time. In a lesson in Years 3 and 4, for example, pupils took great care to provide answers to a series of mental arithmetic challenges. The good support of parent helpers and skilful learning support assistants, as pupils moved from table to table, ensured that different needs were fully met. All those asked agreed that it was a good lesson that gave 'good challenges'. Sometimes, in science for example, not enough time is provided for pupils to explain their own thoughts about what they do. A good feature of lessons is how laptops, floor robots and other types of ICT are used effectively.

### **Curriculum and other activities**

#### **Grade: 2**

Leaders and managers are currently redeveloping what is taught to ensure a closer focus on pupils' acquisition of skills. This is already apparent in some aspects of lesson planning that make the links between different subjects more explicit. In Years 1 and 2 for example, what is being learnt builds increasingly directly on what has gone before in the Reception class. All required subjects of the National Curriculum are planned effectively. Personal, social, health and citizenship education is often of high quality. Teaching of swimming takes place in the school's own pool, and French and German are taught. Good out of school activities are provided and the curriculum is further enhanced through visitors and visits that include residential opportunities. All of this contributes effectively to pupils' excellent personal development.

### **Care, guidance and support**

#### **Grade: 1**

Senior leaders deploy the school's well-trained learning support assistants to very good effect. Pupils who require extra care, guidance or support, temporarily or permanently, are quickly allocated extra high quality support according to need. Highly effective monitoring, a good partnership with parents and often very productive links with support agencies ensure that such needs are recognised quickly. Very knowledgeable, sensitive and effective management of provision for pupils who find learning difficult or who might be vulnerable is evident. All statutory responsibilities are taken very seriously and thorough procedures are in place. Academic

guidance is equally thorough. Pupils' progress is regularly assessed and the information is used to focus attention on any individuals who might be making less progress than usual.

## **Leadership and management**

### **Grade: 2**

Good systems for monitoring performance and the effectiveness with which the outcomes are used have ensured good provision of resources. This, linked with good teamwork, means that pupils progress well. The governing body, headteacher and deputy headteacher share a common commitment to the community and work with it with increasing success, to build a school that does its best for all its pupils. In developing pupils personally, they are already succeeding exceptionally well. One important reason is that staff at all levels are sharing workloads effectively. They understand their roles and carry them out efficiently and purposefully. Governors know the school exceptionally well. They support its interests strongly, liaising well with the local authority and in the locality. They also ask pertinent questions to ascertain that quality and value for money are achieved effectively. The end result is a good school that has a good capacity to work towards its aim of achieving consistently high standards.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

25 September 2008

Dear Children

Inspection of East Hanningfield Church of England Primary School, East Hanningfield, CM3 8AE

I enjoyed meeting you when I inspected your school. It was really good to see that you behave so very well in your lessons and around the building. I was also very pleased that such a large number of you were able to tell me that you enjoy your school and think that it is good. I agree with you about this. I was very interested in what your school councillors told me about how they help to make it even better by passing on your ideas to the staff and working with them to make things happen.

Here are some important things that are good about your school:

- You make good progress and achieve well in your work. Your writing is often very good.
- When you find something difficult, there is always someone nearby to help you.
- Your attitudes to work, ideas about keeping healthy and exercising and your teamwork are exceptionally good.
- Your headteacher, deputy head and governors lead the school well and work very hard indeed to ensure that you all have good opportunities to learn.

Here are the two things that I have asked your school's governors, headteacher and teachers to do next:

- Help you even more to solve problems in mathematics and carry out experiments in science.
- Carry out their plans for the outside areas in the Reception class as quickly as they can.

You can help by continuing to be as well behaved and enthusiastic about school as you are already. I wish you all well for the future and hope that you will always be proud of your school.

Yours sincerely,

John W. Paull

Lead inspector