

# Hailey Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	123108
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314496
<b>Inspection date</b>	15 July 2008
<b>Reporting inspector</b>	Keith Williams

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

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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	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr F Thompson
<b>Headteacher</b>	Mrs V Claxton
<b>Date of previous school inspection</b>	24 May 2004
<b>School address</b>	Hailey Witney OX29 9UB
<b>Telephone number</b>	01993 703802
<b>Fax number</b>	01993 849790

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school. He investigated how well current pupils, particularly the more able, are achieving; the extent to which potential strengths in pupils' personal development are evident in practice; and the accuracy of the leaders' overview of teaching and learning. Evidence was gathered from the analysis of pupils' progress, scrutiny of samples of their work, observation of lessons, parents' questionnaires, discussions with the headteacher, staff, two governors and pupils.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Almost all of the pupils at this small school are from White British backgrounds and none is learning English as an additional language. The proportion eligible for free school meals is much lower than usually found. There are fewer pupils identified with learning difficulties or disabilities than in most schools. However, this varies considerably from year to year, and an average proportion of pupils have a statement of special educational need. The school hosts the village pre-school group in its Partnership Foundation Stage Unit. The school has Healthy School status and the Eco-school and Activemark 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 is a good school. Most parents share this view. They are particularly pleased with the approachability of staff and the care taken of their children, one noting that she 'couldn't have wished for a more positive experience' for her child, while another referred to 'the great start in life' her child has been given. Staff know each pupil very well. They keep a very close check on their welfare and learning and care for them exceptionally well. Consequently, pupils make outstanding progress in their personal development and achieve well academically. Pupils feel extremely safe in this caring and supportive environment, and they enjoy everything the school has to offer. They make a very good contribution to the school community through, for example, their school and eco-councils.

Despite the small numbers, each year group varies considerably in the make-up of its pupils. Some contain a very broad range of ability, while others have a higher than usual proportion of pupils with learning difficulties or disabilities. Whatever their starting points, good leadership, teaching and support mean that pupils make consistently good progress across the school. Given the small numbers in each year group, analysis of national test data must be treated cautiously, because the performance of individual pupils can have an exaggerated effect on the results. Consequently, the results for pupils in Year 2 and Year 6 vary from year to year although, in most years, standards are above average. The attainment of pupils currently in Year 6 is broadly average, but this represents a good level of achievement from their starting points. Good progress in basic skills means that pupils are well prepared for the next stage of their education.

One of the reasons why the school is successful is that staff cope well with the challenge of teaching classes of mixed age and ability. They offer a rich and interesting curriculum. Careful planning ensures that pupils build on their knowledge, skills and understanding as they move from year to year, and there is a strong emphasis on their personal, social and health development. For their part, pupils are eager to learn and behave exceptionally well. They have a very good understanding of how to lead a healthy life and enjoy very positive relationships with adults and other pupils alike. Lessons are well planned to take account of their differing needs. Teachers are clear about what pupils are expected to learn. They share these objectives with them at the start of lessons, and help them to review how well they have done at the end.

Staff have worked successfully to improve the way that they use their day-to-day assessments to improve pupils' learning. They give good written and verbal feedback to pupils and provide them with personal learning targets. Pupils in Year 5 and 6 have a very good understanding of what their targets mean and what they need to do to achieve them. In other classes, pupils are less clear about how well they are doing and how they might improve, and the school has rightly identified this as an important next step in enhancing their learning. Staff have focused well on ensuring that they provide the extra challenge that more able pupils need. Their success means that these pupils make good progress, and more pupils in Year 2 and Year 6 have reached the higher levels this year. Pupils with learning difficulties, and those with physical disabilities, are supported well and external agencies make a very strong contribution to this provision. As a result, they make good, and sometimes excellent, progress. Pupils appreciate the way that teachers make lessons interesting and fun, and they cite the very good range of activities outside of lessons as one of the reasons why they enjoy school so much.

The headteacher leads the school well. She is supported by a strong staff team who share many responsibilities for developing the school's provision. The headteacher knows the school well and has a very clear understanding of what is working well and what can improve. Information from the close tracking of pupils' academic progress, the scrutiny of their work and performance in national assessments is used well to identify areas for development. Governors make a good contribution through their well established systems to check first-hand on the school's work. The headteacher monitors teaching and learning in lessons, but constraints of time mean that there have been few opportunities for other staff to observe lessons in other classes. The school has identified, rightly, the need to provide regular opportunities for them to extend their monitoring role. Nevertheless, the school's evaluation of its performance is good and the information gathered is used well to set challenging targets to improve the school's performance further. The leaders' track record shows that they are well placed to do so.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Reception year (F1) share a unit with those attending the local pre-school group. Children make good progress so that, by the time they join Year 1, most reach the goals expected of them and some exceed these expectations. Children bring a wide range of skills when they first join the school, but all bring an enthusiasm and a thirst for learning. Good teaching and careful planning and assessment contribute to their progress and children benefit from excellent outdoor facilities. Most parents are pleased with this provision, one reporting, 'We have been extremely pleased with the quality of teaching and care that both of our children have received.' However, a small number have expressed concerns about the distraction presented by younger children. While no such distractions were evident during the inspection, the school is aware of this concern, and is reviewing the way that activities are organised.

### **What the school should do to improve further**

- Ensure that pupils of all ages have an appropriate understanding of their targets.
- Extend opportunities for staff to observe teaching in other classes.

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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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	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.

## Annex A

**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 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

24 July 2008

Dear Pupils

Inspection of Hailey Church of England Primary School, Witney, OX29 9UB

Thank you for the way you welcomed me to your school when I visited recently. I am writing to tell you what I found out. I was very pleased to be able to speak to so many of you and watch you in lessons and on the playground. A special thank you goes to those of you who met with me to give your views. You were all very helpful.

Many of you told me that you go to a good school and I agree. I was very pleased to see how well you learn in lessons. Your teachers plan interesting things for you to do. They give harder work to those who can do it and make sure that those who need extra help get it. You play your part, too, by listening well and trying hard. Well done and keep it up, because this is very important. Your teachers mark your books carefully and give you good tips for improving your work. I was very pleased to see how well those of you in Years 5 and 6 understand your targets. I have asked your teachers to help the children in other years to understand their targets, too. Your behaviour in lessons and outside is excellent and I could see how much you enjoy using your super playtime sports equipment. Well done to the school council for contributing to this.

Your headteacher, staff and governors take very good care of you and lots of you told me that you feel safe in school. Because yours is a small school, your teachers have lots of extra jobs to do apart from teaching your class. They want your school to get even better and I know you will want to help. They are planning to make sure that they have a regular chance to see what is happening in other classes, so that they can keep an even closer check on how well you are learning. I agree with them that this is an important thing to do.

Once again, thank you for your help with the inspection and I wish you good luck for the future.

Yours sincerely

Keith Williams

Lead Inspector