

New Hinksey Church of England Primary School

Inspection report

Unique Reference Number	123142
Local Authority	Oxfordshire
Inspection number	340290
Inspection dates	24–25 September 2009
Reporting inspector	Nick Butt

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Appropriate authority	The governing body
Chair	Cllr Robert Price
Headteacher	Mrs Charlotte Haynes
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation, including planning, evidence of monitoring, pupils' work and other reports.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to improve attendance and reduce persistent absence
- the confidence of teachers in using assessment as a tool to help promote pupils' achievement
- how securely leadership and management at all levels are bringing about improvement through effective monitoring.

Information about the school

This below-average-sized school has Early Years Foundation Stage provision in the Nursery and Reception classes. Two fifths of pupils on roll come from a variety of minority ethnic backgrounds, and around half of these speak English as an additional language. The school has a significant proportion of pupils from the Irish Traveller community. Almost a third of pupils are eligible for free school meals, which is high. An above-average proportion of pupils have special educational needs and/or disabilities. These include speech and language, and behavioural and emotional, difficulties. A high proportion of pupils join and leave the school outside normal transition times. The school has won awards for good practice in equality and diversity and has the Activemark. It has the Green Flag for being an Eco School and the Healthy School Award. The school runs its own after-school club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

New Hinksey Primary is a good school. It is like a village school in the heart of the city, and has a close-knit family atmosphere. Pupils achieve well and enjoy their learning because the teaching is effective, and work is tailored carefully to their needs. The school caters well for all different groups of pupils, including those with special educational needs and/or disabilities. It has been particularly successful in working with pupils from the Irish Traveller community to ensure that they also make good progress. Children join the Early Years Foundation Stage with skills and abilities that are often well below those usually found, but get off to a good start. Progress is good and pupils achieve well throughout the school, and by the end of Year 6 attainment is average in English, mathematics and science. Despite its small cohorts, the school has maintained standards consistently over several years. This is because staff know the pupils very well, and make accurate assessments of their progress, planning the next steps in their learning carefully. They analyse how well pupils are doing as individuals and as groups, and ensure the right support is given to enable them to thrive. The school is, thus, highly successful at promoting equal opportunity and enabling every pupil, whatever their background, to achieve well.

Pupils feel safe in their secure and homely school environment, and get on well together. Behaviour is good, and older pupils help the younger ones. Pupils have an excellent understanding of making healthy choices, and put this into practice through growing food on their allotment, and eating the produce. They make a good contribution to their wider community through links with the local parish church and by taking part in local events, such as the Cowley Carnival. Attendance is low, although this is mainly because a small number of families take extended breaks. The school works hard to tackle this, but could do more to raise the profile of attendance with parents and to take a more robust approach when required. The school prepares pupils satisfactorily for the next stage of their education, as most leave with the expected level of basic skills.

Teachers have high expectations of their pupils and usually conduct lessons at a brisk pace, which retains their interest and engages them in learning. Occasionally, more able pupils are not given sufficiently challenging work, for example in science, and this restricts their learning. Pupils have a good understanding of how they can improve their work from consistently effective marking, and the personal targets they are set. The curriculum is adapted well to meet the different needs of pupils, and to appeal to those who speak English as an additional language. There is a good level of enrichment, which contributes well to pupils' enjoyment of school. The curriculum is tightly planned, and the school recognises that it would benefit from more innovation and creativity to enrich pupils' experiences further. Excellent pastoral care ensures pupils' needs are met well.

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There are effective links with other agencies, which provide support and guidance. Leaders and managers are effective in ensuring that pupils make good progress and achieve well from low starting points. The school's capacity for sustained improvement is good because rigorous monitoring, combined with well-drafted action plans, ensure leaders are focusing on the right priorities. The headteacher sets out her vision for the school clearly, and is ably supported by the deputy headteacher and other leaders. There is a shared understanding among governors and staff of where the school's strengths lie and what it needs to do to improve. While governors are very supportive of the school, they do not monitor its work in a systematic way, or formally record what they have found out from their visits. This limits the extent to which they can evaluate the effectiveness of the school's work.

What does the school need to do to improve further?

- Improve attendance urgently by:
 - raising the profile of attendance with parents and pupils
 - taking a more robust approach to persistent absence.
- Enhance the effectiveness of the curriculum by:
 - adopting a more innovative approach to long-term planning
 - devising even more creative learning experiences for pupils.
- Develop the monitoring role of governors by:
 - evaluating the school's work in a more systematic way
 - keeping and evaluating written records of visits and other monitoring activities.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and enjoy their learning because they find lessons interesting and are keen to take part. Year 1 pupils became engrossed in using a variety of tools to create patterns and pictures on computers, and were able to manipulate the computer mouse to achieve the effect they required. They were not afraid to experiment, and took pleasure in seeing the immediate effect of their actions.

From low starting points, pupils make good progress and achieve well throughout the school, so that they attain average standards by the end of Year 6. Working in small groups, newly arrived pupils from overseas settle quickly and receive skilful support in acquiring the rudiments of English language through a variety of visual aids. Irish Traveller pupils have undertaken their own research project celebrating their culture, and enjoyed sharing some of their ideas with other pupils. The impact of intervention groups is measured regularly, to ensure that pupils with special educational needs and/or disabilities make good progress. All pupils are included well in lessons, and teachers tailor questions to suit their abilities. Pupils are encouraged to learn from one another, as when Year 6 pupils devised questions to ask their peers, based on their understanding of a text.

A pupil said, 'We don't just sit in the classroom all day.' Pupils enjoy getting out and about to study the local environment, whether in the park, by the river, or working in

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the school's own allotment. Year 6 pupils relished the raspberry trifle they made with the fruit they had picked themselves. Pupils take plenty of exercise, participating in a wide range of sports. The uptake of school dinners has increased rapidly since healthy options were introduced. The school council makes a valuable contribution to improving the school environment, but has not, so far, commented much on learning. Pupils like to accept responsibility and undertake a variety of jobs, including recycling, although there is scope for the Year 6 pupils, in particular, to take a more active role as leaders within the school. Children in the after-school club enjoy an appropriate range of activities and make suggestions about what they would like to do. Pupils' spiritual, moral, social and cultural development is good. Pupils learn about one another's cultures and take part in special events, such as International Evening. They uphold the school's values well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan carefully to meet the needs of all their pupils, and have clear objectives for learning in each lesson. They make good use of day-to-day assessment to adapt their teaching so that it responds in a timely way to pupils' learning. In a lesson on

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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measurement, the teacher observed how pupils' estimates were wide of the mark and followed it up the next day with a session to help pupils make more accurate predictions. The work generally challenges all pupils, although, occasionally, more able pupils are not challenged enough to think through their ideas. An imaginative approach to target-setting motivates pupils to reach the treasure on a pirate ship on classroom walls and so receive their reward. As they achieve their target they move ever closer to the gold. The curriculum is enriched well with a wide range of clubs, and visits to places of interest, such as Chedworth Roman Villa. There are some exciting cross-curricular links that give pupils opportunities to use their literacy and numeracy skills in different subjects. A striking newspaper article about Henry VIII's dissolution of the monasteries read: 'Monastery Meltdown: the monks are in a mess, the nuns are in a knot, the friars are in a flop ' and the king has made a killing!' The curriculum has been quite tightly structured, and the school agrees with inspectors that it would benefit from more innovative redesigning to allow for even greater creativity.

There is good provision for pupils with special educational needs and/or disabilities, such as behavioural and emotional difficulties. Effective systems are in place and families are involved in setting new targets. All staff provide excellent role models to pupils through the kindness and care they show them. A parent commented, 'My child is happy to go to school every morning and New Hinksey inspires loyalty and a tremendous sense of community.' The school works hard to improve attendance and deal with persistent absence, although attendance is still well below average. It has not taken a sufficiently robust stance with those families who have long periods of absence in term time for no good reason. While a range of measures are in place to promote attendance, still more could be done to bring home its importance to pupils and their parents.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher together embed ambition and drive improvement well, successfully involving all staff collegiately in evaluating the school's work and drawing up plans to develop it. Subject leaders have a good understanding of the strengths and the aspects that require development in their areas of responsibility. Rigorous tracking ensures that the progress of pupils is followed closely both individually and in groups, and the success of any interventions is measured. The quality of teaching is effectively monitored, with clear points for development shared with colleagues. The

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school's development plan reflects its priorities well and is very much an effective working document. Governors take an interest in the school's progress, but do not sufficiently monitor the effectiveness of measures to improve. The school is highly effective at promoting equality and tackling discrimination through its inclusive practices and the good progress all groups of pupils make. It reaches out effectively to its local community, bringing families together in supporting the school through social and fund-raising events. The school promotes community cohesion well, and pupils have links with a school in South Africa. As yet, the school has not established links with a contrasting school in the United Kingdom. All safeguarding procedures are carried out effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily into the stimulating and caring environment of the Early Years Foundation Stage. Good teaching ensures that their needs are met well, and that there is a good mix of adult-led and child-initiated activity. Children behave well and play together cooperatively. Adults encourage their speaking and listening skills, which are often poorly developed at first. Children make good progress from low starting points, even though they are often still behind in their early literacy and numeracy skills by the time they enter Year 1. Adults assess how well children are developing in a variety of ways and record their progress carefully. The Early Years Foundation Stage is led and managed well, with a strong team working together effectively. Staff are gathering evidence to see how the provision could improve further, and recognise that there is

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scope for the children themselves and their parents to make a valuable contribution towards shaping ideas for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' views about the school are overwhelmingly positive. They value the school's distinctive character and its family feel. They believe their children are being taught well and are making good progress. They strongly support the leadership of the headteacher and other members of staff. They welcome the wide range of clubs that pupils can take part in. There were some individual negative points in the questionnaires about communication and dealing with behaviour. These views were not supported by the majority of parents who responded. Inspectors found behaviour to be good, and that the school communicates effectively with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Hinksey Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 127 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	19	42	0	0	0	0
The school keeps my child safe	27	60	18	40	0	0	0	0
The school informs me about my child's progress	21	47	17	38	4	9	0	0
My child is making enough progress at this school	24	54	15	33	5	11	0	0
The teaching is good at this school	29	64	14	31	0	0	0	0
The school helps me to support my child's learning	25	56	14	31	4	9	0	0
The school helps my child to have a healthy lifestyle	33	73	10	22	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	54	17	38	1	2	0	0
The school meets my child's particular needs	24	54	18	40	2	4	0	0
The school deals effectively with unacceptable behaviour	17	38	20	44	5	11	1	2
The school takes account of my suggestions and concerns	27	60	10	22	2	4	0	0
The school is led and managed effectively	32	71	9	20	2	4	0	0
Overall, I am happy with my child's experience at this school	32	71	11	24	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 September 2009

Dear Pupils

Inspection of New Hinksey Church of England Primary School, Oxford, OX1 4RQ

We enjoyed visiting your school recently, and thank you for making us so welcome.

Yours is a good school. We agree with you that learning is fun. Here are some of the main strengths.

- You make good progress in your studies.
- You have an excellent understanding of healthy living.
- You behave well and get on well together.
- The teaching is good and helps you to learn effectively.
- There are plenty of clubs and visits for you to enjoy.
- The school looks after you extremely well, especially if you have a problem.
- The school successfully helps you to do your best, and includes you all very well in its activities.
- Children in the Early Years Foundation Stage get off to a good start.
- The school is led and managed well by the headteacher and the deputy headteacher.

While most of you attend regularly, some of you miss too much school. We have asked your teachers to make clear to you and to your families how important your education is. You can help by coming to school each day. We have asked the staff to consider changes to the curriculum to make it even more exciting for you. We are sure they will value any suggestions you might like to make about what interests you. We know governors want to take a real interest in the school, so we have asked them to visit more regularly and make a note of what they find out.

Thank you again for helping us with your inspection. Our best wishes for the future.

Yours faithfully

Nick Butt

Lead Inspector

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