

Henley-in-Arden Voluntary Aided CofE Primary School

Inspection report

Unique Reference Number	136081
Local Authority	Warwickshire
Inspection number	364058
Inspection dates	11–12 July 2011
Reporting inspector	David Edwards

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Philip Tillman
Headteacher	Lindsay Nash
Date of previous school inspection	Not previously inspected
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by nine teachers. The inspectors held meetings with staff, parents, carers and members of the governing body. Inspectors scrutinised policies, analysed pupils' work, talked with them about it and checked information on pupils' progress. The team also analysed school improvement plans and the minutes of meetings of the governing body. Inspectors considered responses to questionnaires from 92 parents and carers. The views of staff and pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at the achievement of all groups of pupils and how effectively the curriculum is helping them to make good progress.
- They explored any variations in attainment between mathematics and English.
- They reviewed the school's initiatives in writing to decide if attainment is rising in the subject.
- They examined leadership and management at all levels to judge whether monitoring and evaluation activities are making a significant contribution to pupil's learning.

Information about the school

Henley-in-Arden's status changed from being a Community Primary School to become a Voluntary Aided C of E Primary School in 2010. It is a smaller than average primary school. The overwhelming majority of pupils come from a White British background and no pupils are at the early stages of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average, but the proportion of pupils who have a statement of special educational needs is higher than in other schools. The proportion known to be eligible for free school meals is below the national average, but has risen significantly in the past two years. More pupils join or leave the school part-way through the year than is seen in other schools nationally.

The school makes provision for the Early Years Foundation Stage in its Reception class. There is a Nursery and before-school and after-school childcare on the school's site; this is run by a private provider and is inspected and reported upon separately. In September 2010, the school entered into a collaboration agreement for one year with a neighbouring Catholic primary school. The headteacher of Henley-in-Arden school is the acting headteacher of that school and divides her time between the two schools. The two assistant headteachers have also been closely involved in the collaboration.

The school has achieved National Healthy School status and the following awards: Financial Management Standards in Schools, the Information and Communication Technology (ICT) Mark, Primary Science Quality Mark, Eco Schools Silver award and Governor Mark.

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

This is a good and improving school. The leadership team has been very focused and effective in driving up the quality of teaching and learning, so much so that the current Year 6 attained some of the school's highest ever levels in reading, writing and mathematics. In the National Curriculum tests for Key Stage 2 in 2011, attainment in English and mathematics was above the national average, including at the higher levels. Attainment in writing was almost twice the national average at the higher levels. This improvement in English is due to improvements in the teaching and learning of this subject. Pupils are doing equally well in mathematics. Teachers' assessment at the end of Key Stage 1 shows that attainment in reading, writing and mathematics is above national expectations, for the second year in succession. Progress for all groups of learners in Key Stages 1 and 2 is good and accelerating. The collection and use of a range of assessment data to evaluate the school's performance, together with rigorous monitoring and evaluation procedures, have been key drivers in bringing about improvement.

The quality of teaching and learning is generally good. Teachers use a range of questioning skills to check and challenge pupils' thinking. Tasks in lessons build carefully on prior attainment to ensure the right level of challenge for all pupils and the good pace of learning helps to accelerate pupils' progress. However, this practice is not currently consistent in all classes. In some lessons there is not always a good match of tasks to ability. Targets are set for individual pupils following rigorous and regular assessment. All teachers use marking to inform pupils how well they are doing and to set next steps in learning. While pupils' in Years 5 and 6 effectively check their own and their classmates work, this practice is not consistent in all classes. The good, creative curriculum is enhancing pupils' enjoyment of learning. This has been achieved by establishing meaningful links between subjects and giving pupils the opportunity to use their skills in different situations.

All pupils receive outstanding care, guidance and support. Good links with outside agencies ensure that the needs of pupils whose circumstances may make them vulnerable are well met. The school also makes excellent use of local partnerships to drive up standards; for example, such as those with the local authority advisors on reading, writing and the curriculum, and the drama, ICT and arts partnership with a local high school. Pupils have an exemplary understanding of how to keep themselves safe and parents and carers endorse the view that the school is a safe place for their children. Pupils have an outstanding knowledge of what constitutes a healthy lifestyle and are ambassadors for health promotion in the school. They make

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an admirable contribution to the school and, through their very effective links, with the wider community. The 'family ethos' is appreciated by parents, carers and pupils because everyone is respected as an equal. One parental comment stated, 'My daughter loves school. She is very happy and feels that she is listened to. Teachers ensure that she works to the best of her ability'. Pupils' spiritual, moral, social and cultural development is good. The very effective relationships between staff and pupils, and the school's strong focus on morality, help pupils to learn what is right and what is wrong. They respect the cultural diversity in the school and have a good understanding of other faiths and cultures. Their spirituality is less well developed. In lessons, their good attitudes are clearly shown by their good behaviour, the efforts they make to do their best, and the enjoyment they show when they celebrate their successes and those of their friends.

The school's self-evaluation is robust and accurate. A clear focus on priorities that matter leads to good pupil outcomes. The determined and inclusive leadership provided by the headteacher has created a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning, so that teaching in all classes is good or better and leads to further acceleration of progress for pupils by:
 - increasing the pace of learning and challenge in lessons
 - giving all pupils the skills to assess the quality of their own work and that of others, to empower them to take control of their own learning
 - ensure that tasks are consistently well-matched to pupils' ability so that they are always able to work independently.
- Provide more opportunities for children to develop their spiritual awareness to promote and reflect the school's ethos.

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

From their various starting points pupils make good progress and achieve well. They enter the Reception class with skills and abilities that are typical for their age. By the time they leave the school at Year 6, standards are above average. This is clearly exemplified by the work in pupils' books and especially by the improvements in their writing across both key stages. The school's assessment data strongly demonstrates the good progress that all pupils are making, particularly in Years 5 and 6. Pupils in the current Year 2 and Year 6 have achieved challenging targets. This is also confirmed by the work inspectors observed in pupils' books. Pupils take pride in their work and this is evident by the good presentation in their books. Progress is good for all groups of pupils, including those with special educational needs and/or disabilities, pupils who join the school part-way through the year and higher-attaining pupils. Pupils enjoy lessons and work at a good pace. They show they can reflect on their work and how well they are achieving the learning objectives they are given and

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apply themselves well. For example, pupils in Year 6 used their learning objectives effectively to complete a challenging reading task, using inference, deduction and interrogation of the text, to understand characters in a novel.

Pupils behave well in lessons and around the school. Adults provide good guidance in helping pupils to learn about tolerance and acceptance of diversity as important elements of living and learning together. Pupils have a very clear understanding of how to look after themselves in all aspects of their daily life. They understand well why they should eat healthily, and appreciate the need to participate in regular exercise. Pupils are active in teaching others about the benefits of a healthy lifestyle during assemblies and the play leaders make a strong contribution to enjoyable exercise at lunchtime. Pupils are keen to take responsibility in daily routines such as tending to the school garden or when they are running the school’s healthy tuck shop. They gain considerably in their learning and their personal and social development from the good links the school has established with the local community. The links with a school in Aston, whose pupils’ life and culture are different from their own, and the links with a school in China, enhance their understanding of the wider community and their place in the world. Their understanding of the issues to do with the spiritual dimension of their lives is not as well developed.

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	2
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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils' good progress is in part the result of teachers and teaching assistants

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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successfully meeting the wide range of needs of all pupils. It is also attributable to the careful tracking of their progress and the way teachers use that information to set up intervention strategies to ensure that any potential underachievement is eradicated. This means that in most lessons new learning is solidly based on prior knowledge and skills. A good example was in a mathematics lesson in Year 4 on ratio. The teacher modelled the task well and gave pupils materials to help them quickly to embed the concept and extend their learning. Pupils enjoyed the challenge in the task. Most lessons begin with the presentation of clear learning objectives and the criteria against which pupils can judge whether or not they have achieved them. This practice is not consistent in all classes. In most classes, activities are planned that are matched to pupils’ abilities but, in a small number of instances, this is not always the case, so pupils are not able to work independently. Skilled teachers and teaching assistants provide well-targeted support to meet the needs of pupils who find learning challenging.

Day-to-day assessments of pupils’ progress and attainment are accurate. Older pupils, particularly, are very knowledgeable about their targets and often have a clear view of how to make their work even better. That said, opportunities are missed in some other year groups to involve pupils in evaluating their own successes, and that of others in their class, and identifying what to do next. The rich and creative curriculum, the way it is so well adapted to pupils' needs, and the good range of additional out-of-school-hours clubs, visits, visitors and themed events make a strong contribution to pupils' learning. The school has encouraged pupils' business enterprise skills effectively, for example through the healthy eating tuck shop and charity fundraising. This and the pupils’ well developed basic skills and information and communication technology skills ensure they are well-prepared for their next stage of learning and ultimately adult life.

The school works well with outside agencies to support the learning and welfare of pupils, especially those with special educational needs and/or disabilities. It vigorously pursues the interests of those pupils whose circumstances may make them vulnerable. Skilled and caring teachers and teaching assistants help pupils with special educational needs and/or disabilities to gain confidence and succeed in their learning. The level of care for those pupils whose circumstances may make them vulnerable is very effective because the school vigorously pursues their interests. Pupils’ progress is carefully tracked and the skilled support of staff ensures that all groups and individuals make good gains in their personal, social, emotional and academic skills. Those who join the school part-way through the year are quickly integrated to ensure they make good progress.

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	2

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relevant, through partnerships	
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The visionary headteacher, ably supported by the school’s middle managers and governors, has been extremely successful in building on the school's strengths and securing the support of all other staff in their drive for further improvement. As a result of regular monitoring of teaching and learning, the quality of this aspect of the school's work has improved significantly. This is evident in the improvements in reading and writing that have taken place, to bring attainment in these subjects in line with mathematics. This has contributed to the good, and in some cases outstanding, progress of all groups of pupils, particularly for those with special educational needs and/or disabilities. The robust collection and rigorous analysis of assessment data are used effectively to focus resources for individual pupils, particularly those needing additional support. The school is committed to equal opportunities for all and the elimination of discrimination, and respect for diversity is strong. The strong links with parents enable them to have a good understanding of how well their children are doing and become actively involved in their children’s learning. This is endorsed by the responses to questionnaires from parents and carers.

Governors know the school well. The governing body fulfils its statutory obligations and is supportive, and holds the school to account when necessary. Governors have good procedures to monitor and evaluate the school's activities and are actively involved in setting the school’s strategic direction. The checks that the school makes on the suitability of adults to work with children and pupils are rigorous. Governors take a leading role in the appointment of good staff. They also actively seek and act upon parental views. The school takes a very inclusive approach and promotes community cohesion well.

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	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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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 make good progress from their varying starting points on entry as a result of effective teaching. Most of them enter the Reception class with skills that are generally as expected for their age. By the time they enter Year 1, children's attainment is above average. They make good gains in their learning and outstanding progress in writing and their knowledge and understanding of the world. Staff plan a good range of activities to develop children's language and communication skills, as well as number and calculation skills across all areas of learning. Children's vocabulary is developed well through adults' effective questions and comments and many stimulating opportunities to develop speaking and listening skills. The close observation of children's development and the accuracy of assessment are real strengths. As a result, adults are able to provide timely intervention to support individual children who need help.

The children are offered a safe and welcoming environment for learning. Clear routines help them to settle quickly. They respond to adults' high expectations and behave well. They enjoy the opportunities given to them to make choices, both indoors and outdoors. Links with parents and are valued and used well to exchange information and involve them in their children's learning. Close liaison with the private nursery on site ensures that staff have a good understanding of pupils' needs on entry to the Reception class. Leaders and managers foster effective team work and remain focused on raising children's attainment.

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

Almost all parents and carers are extremely positive about the school. They feel that their children enjoy school and are kept safe. The few isolated concerns noted in questionnaire returns did not form a pattern and were heavily outweighed by the very positive responses. Overwhelmingly, parents and carers say that the school helps their children to understand the need to stay healthy and that teaching in the school is good. A number commented on the good provision and outcomes for their

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children who had special educational needs and/or disabilities. Parents and carers' views closely match the findings of the inspection team.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henley -in-Arden Voluntary Aided CoFE Primary 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 received 92 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	73	25	27	0	0	0	0
The school keeps my child safe	75	82	17	18	0	0	0	0
The school informs me about my child’s progress	57	62	35	38	0	0	0	0
My child is making enough progress at this school	62	67	29	32	1	1	0	0
The teaching is good at this school	68	74	22	24	0	0	0	0
The school helps me to support my child’s learning	66	72	25	27	1	1	0	0
The school helps my child to have a healthy lifestyle	52	57	40	43	0	0	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)	64	70	25	27	0	0	0	0
The school meets my child’s particular needs	58	63	32	35	1	1	1	1
The school deals effectively with unacceptable behaviour	58	63	30	33	0	0	1	1
The school takes account of my suggestions and concerns	49	53	37	40	2	2	1	1
The school is led and managed effectively	74	80	18	20	0	0	0	0
Overall, I am happy with my child’s experience at this school	75	82	16	17	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 July 2011

Dear Pupils,

Inspection of Henley-in-Arden Voluntary Aided CofE Primary, Henley-in-Arden, B95 5FT

Thank you all for making us so very welcome and for answering all our questions when we visited your school recently. We think that yours is a good school, and all the help you receive from the teachers and teaching assistants enables you to do well. We particularly liked the support provided for those of you who sometimes find learning hard. You really impressed us with your knowledge of how to keep yourself safe at all times, and we were pleased to hear that you feel safe in school.

Your parents and carers are very happy with the quality of education you receive, and you told us you enjoy all the additional activities and educational visits the school provides. We are also impressed with the way you get involved in your school community and by the way that you are linking with pupils who come from Aston and China, whose heritage and culture is different to your own. Equally impressive is your progress which is better than in the majority of other schools. You also have an excellent knowledge of what constitutes a healthy lifestyle.

We know the headteacher and governors are always striving to make your school even better. With this mind we are asking them to do the following things. We want them to give you more opportunities to check your own work and that of other pupils, so you can take more control of your learning. We also want them to make sure that those of you who can learn quickly are challenged enough in lessons so you make faster progress. We have asked your teachers to make sure that the tasks they set in lessons are always well-matched to your ability so you can always work independently when you need to. We want your teachers to use time more effectively in lessons to increase the pace of teaching and learning. In addition we want them to give you opportunities to develop your spiritual understanding.

All of you can help with these improvements by continuing to work hard and not being afraid to ask your teachers if you feel you need work that is harder. We would like to wish you all the very best for the future. We are sure you will do well.

Yours sincerely

David Edwards
Lead inspector

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