

Henley-in-Arden Community Primary School

Inspection report

Unique Reference Number	125514
Local Authority	Warwickshire
Inspection number	328348
Inspection dates	18–19 March 2009
Reporting inspector	Chris Kessell

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	174
Appropriate authority	The governing body
Chair	Mr P Tillman
Headteacher	Mrs L E Nash
Date of previous school inspection	6–7 December 2005
School address	Arden Road Henley-in-Arden Warwickshire B95 5FT
Telephone number	01564 792766
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is slightly smaller than average. It serves the town of Henley-in-Arden and pupils also attend from surrounding villages. The vast majority of pupils come from White British families. The number of pupils who either leave or join the school during the course of the academic year is higher than normal. The proportion of pupils identified with learning difficulties and/or disabilities is average. The Early Years Foundation Stage children are taught in a single Reception class. The Nursery provision on the school site is managed independently.

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 that is effective in achieving its overall aim of providing children with 'the skills to succeed in life in a safe and fun way'. Pupils thoroughly enjoy their time at school, whether it is in the classroom or playing with friends. Parents are overwhelmingly supportive. 'The school provides an enriching environment for my child to learn,' and, 'Every day is a positive experience,' are typical comments and reflect the views of the vast majority.

Because teaching and learning are good, pupils achieve well. The high turnover of pupils means that standards fluctuate year on year. Currently, standards are above average in Year 6. A strength of the school is how quickly new arrivals are welcomed and settle in. As one new parent noted, 'My child has not attended for very long and they look forward to school every day.' Individual needs are catered for well. Pupils' personal development and well-being are good, with significant strengths in their understanding of living healthy lifestyles and how to stay safe. Behaviour in classes and around school is generally of a high standard. Pupils are cooperative, courteous and rightly proud of their school. These positive attitudes contribute effectively to the pupils' good learning. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the diversity of modern British society is not so strong. Children get off to a good start in the Early Years Foundation Stage because provision is managed and organised well. The teacher in charge has a good understanding of the needs of these youngest children.

The school's good curriculum is enriched by the many and varied activities that are offered beyond lessons in clubs, and through well-planned curricular topics. For example, pupils from Years 5 and 6 maturely debated the existence of love in a philosophy lesson while Year 3 pupils used their knowledge of Italian to greet the classmates with 'Ciao' as they asked each other questions in mathematics. Pupils receive good quality care and support. Older pupils speak with great affection in appreciation of the availability of all staff if they have any problems. Pupils in Year 6 are confident in discussing their challenging individual academic targets, as are many other pupils through the school. However, the practice of target setting is not consistent and varies in its impact on improving standards and pupils' achievement. Although there is some exemplary marking that very effectively helps and supports pupils' learning, it is also inconsistent.

The school is successful and popular because of good leadership and management. In the words of one parent, 'Staff are dedicated, resourceful and professional.' There is a sensible and well-thought-out approach to sharing responsibilities among all staff that supports a strong team spirit and good morale. The approachability of staff is a key strength recognised by parents and contributes to the good relationships they hold with the school. The headteacher is well supported by other senior staff, who are effective practitioners. Between them and the class teachers, they know the pupils well and monitor their achievements effectively. Governance is strong, with governors making a significant contribution to strategic development and identifying accurate priorities for the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Attainment on entry varies considerably. The current year group started school with skills and understanding that were below the levels expected for their age. Good assessment procedures ensure that the activities planned for the children allow them to make good progress and get a positive start to their school life. Children in the Reception class have been set challenging targets and are on track to meet them, and in some cases to exceed them. A high priority is given to the acquisition of basic skills, especially in literacy and numeracy. The classroom provides a rich and stimulating environment in which children feel safe and happy to learn. This was summarised by the parent who said, 'My child has had a fantastic start to her education in Reception.' Teaching is good and children learn well. They demonstrate enthusiasm and confidence in all areas of learning. Children had great fun playing 'What's the time Mr Wolf' to consolidate their learning of time in the outdoor area. However, at times activities are too adult-directed at the expense of children's developing independence.

Children in the Reception class are well cared for. They show good levels of personal, social and emotional development. They play together well, sharing equipment and talking confidently to each other. Children are very proud of their work. Links with parents and other Early Year Foundation Stage providers are good. The Reception teacher has established excellent relationships with parents and those working alongside her. This has a positive effect on moving the children forward in their learning. The Early Years Foundation Stage is led and managed well, with clear priorities for improvement identified.

What the school should do to improve further

- Ensure that all pupils are provided with the best school practice when setting individual learning targets and marking pupils' work.
- Improve pupils' understanding of the diversity of society today by providing them with opportunities to engage with children from different backgrounds.

Achievement and standards

Grade: 2

Pupils achieve well as a result of good teaching and the effective monitoring of their individual performance. Standards fluctuate year on year because of the high turnover of pupils, but the school is effective in ensuring that pupils do well in relation to their differing starting points. Standards are above average in Year 6. The school has been successful in its aim to increase the percentage of pupils achieving the higher National Curriculum Level 5, which is now above average. Standards in Year 2 are average in reading, writing and mathematics, but this represents good progress from their attainment on entry. The progress made by the pupils who have learning difficulties and/or disabilities is good. Their needs are carefully monitored and they are offered good individual and group support.

Personal development and well-being

Grade: 2

Pupils are respectful and have extremely positive attitudes. 'Hello and how are you?' is a regular welcome to visitors. They are highly motivated and this is reflected in their good attendance. Pupils' knowledge of living a healthy lifestyle and staying safe is outstanding. The school council manages a tuck shop selling healthy snacks and pupils enjoy eating healthily at lunchtime. Pupils say there is 'plenty of physical education to keep you fit'. They feel very safe in school and feel that it is a good idea for everyone to be able to discuss issues confidentially, if they wish, through the 'feelings box'. Pupils maturely discuss the possible 'warning signs' of unsafe situations. Pupils are well prepared for the next stage of their schooling. They work well, both together and independently, and make good progress in improving their basic skills. Pupils are very involved in the school community. They know their views count, particularly through the school council, which has been successful in improving play equipment, introducing a homework club and developing the playground first-aid facilities. The 'Eco champions' successfully promote environmental awareness across the school.

Quality of provision

Teaching and learning

Grade: 2

Lessons are greatly enjoyed by the pupils, who describe their teachers as 'interesting and funny'. Pupils respond well to their work, which is mostly interesting and challenging. Pupils have good opportunities to work independently and in small groups. For example, Year 6 pupils successfully worked together on problem-solving activities while Year 4 pupils participated in mature paired discussions about the usefulness of certain equipment on holiday. Teaching assistants make a positive contribution to pupils' learning when supporting small groups and individuals. Teachers use the information they have collected on pupils' progress to accurately match work to different learning needs and provide intervention strategies for individuals or groups who need extra support. Very occasionally, this practice is not as accurate as it could be. When this happens, pupils either find their work too easy or too hard. The quality of relationships between adults and pupils is very good. This allows good interactions between pupils and staff, and enables guidance and support to be effective.

Curriculum and other activities

Grade: 2

The curriculum meets the learning needs of the pupils well, particularly in literacy and numeracy. Provision for science is good, with a strong emphasis on investigative and experimental work, although pupils of all abilities are sometimes given the same work and this slows learning for some individuals. The school has recently reorganised the curriculum so that it is based around topics that link subjects together. This approach offers good opportunities for pupils to develop their writing and information and communication technology skills. The curriculum is innovative, with a modern foreign language taught in each year at Key Stage 2 and afternoon activities that respond to specific needs such as different approaches to literacy for boys. A good range of activities are provided to extend and enrich the curriculum

further. A specialist sports coach teaches the physical education curriculum and the wide range of lunchtime and after-school clubs are popular and well attended.

Care, guidance and support

Grade: 2

Pupils receive a high level of pastoral care and support. They feel safe and well looked after. This is also the view of parents. This enables pupils to be happy, enjoy their school life and do their best. Safeguarding arrangements meet national requirements. Pupils who find learning difficult or who have other problems are well looked after. Good links exist with outside groups such as health visitors, who provide additional support. Challenging academic targets are in place for each year group. While all pupils have individual targets, their use is not consistent across the school. Marking is often exemplary but this outstanding practice does not apply to all classes and subjects.

Leadership and management

Grade: 2

The headteacher provides good leadership. She values the work of all adults working in the school, creating a 'can do' culture. The senior leadership and middle management team have a good focus on raising standards and achievement for all learners. The quality of provision, particularly teaching and learning, is monitored effectively. Through accurate self-evaluation, managers at all levels identify appropriate key areas for improvement. Governors make a significant contribution to the school by providing effective support and challenge. Governors' committees effectively help the full governing body to carry out its statutory duties. Parents regard the school very highly. The school has a strong sense of community and staff, governors, parents, carers and pupils demonstrate a common sense of belonging. The school knows its own community well and is beginning to take steps, with other schools in the local authority, to establish links with other communities. The positive developments in the curriculum and the rise in the proportion of pupils reaching higher levels indicate that the school has a good capacity to improve further.

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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 is the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B



20 March 2009

Dear Pupils

Inspection of Henley-in-Arden Community Primary School, Henley-in-Arden, B95 5FT

Thank you for the very warm welcome you gave us when we visited your school recently. We enjoyed talking to you about your work and all of the other interesting things you do at school. We were particularly impressed by your enthusiasm and enjoyment of learning. Many of you, and your parents, told us that you go to a good school. We agree.

It was good to see you all working so hard in lessons. You make good progress because teaching is good. Many of you explained your learning targets to us and said they help you make progress but are organised differently through the school. We have asked the headteacher, staff and governors to make sure that you all have targets that help you learn and that teachers' marking also helps all of you to improve your work.

You go to a good school because it is well managed by the headteacher. She is provided with good support from other staff and governors. All the adults look after you well and many of you told us how safe and secure you felt at school. You are kind to each other and are sensible when working and playing together. It was a pleasure to see such a happy community. Your knowledge of children who live in other parts of Britain and lead different lives to you is not as strong as your understanding in other work that you do, so we have asked the school to improve this.

The staff are ambitious for the school and want it to get even better. You can help with this by continuing to attend school regularly, behaving as well as you do now and presenting your work neatly.

Best wishes for the future.

Yours sincerely

Chris Kessell
Lead inspector