

# Inspection of Hailey Church of England Primary School

Hailey, Witney, Oxfordshire OX29 9UB

---

|                           |                      |
|---------------------------|----------------------|
| Inspection dates:         | 7 and 8 January 2025 |
| The quality of education  | <b>Good</b>          |
| Behaviour and attitudes   | <b>Outstanding</b>   |
| Personal development      | <b>Good</b>          |
| Leadership and management | <b>Good</b>          |
| Early years provision     | <b>Good</b>          |
| Previous inspection grade | Good                 |

## **What is it like to attend this school?**

Pupils are proud to be a part of the caring and supportive community at Hailey Church of England Primary School. The values of 'love, compassion and respect' are deeply embedded in the daily life of the school. Staff teach and model these values, which contributes to a culture where pupils make every effort to be kind and respectful to each other. Behaviour in lessons and pupils' attitudes to learning are exemplary. Strong foundations are laid in the early years, where children are taught to follow classroom routines and expectations.

Pupils know that their teachers have high expectations of what they can achieve, and this inspires them to work hard. They learn and achieve well, particularly in reading, writing and mathematics. Pupils are excited to learn new things, and they are encouraged to be curious. They look forward to a range of trips and visitors to the school linked to the curriculum.

The school encourages pupils to become responsible citizens. Older pupils enjoy becoming 'ambassadors' by taking on key roles around the school such as supporting assemblies. Some pupils act as buddies for those in younger year groups, which contributes to the school's ethos of mutual care and respect.

## **What does the school do well and what does it need to do better?**

Pupils learn very well in core subjects due to an effective and well-delivered curriculum in reading, writing and mathematics. Nursery-age children benefit from approaches that prioritise communication and language. These include high-quality interactions with adults, as well as opportunities to join in with songs and rhymes. In Reception, children immediately start learning about letters and the sounds they make. The focus on reading continues into key stage 1, where it is usual for all pupils to become fluent and confident readers. Any pupils who need additional support with reading are identified quickly and benefit from regular opportunities to practise with an adult. Similarly, pupils with special educational needs and/or disabilities are identified as early as possible. These pupils benefit from appropriate adaptations within lessons that help them to learn well.

The school's wider curriculum is driven by a series of topics that are linked to a range of subject areas. The school has thought carefully about how the early years curriculum prepares children for what comes next. For example, learning about their families and local community sets them up well to study geography and history later on. This curriculum is successful at inspiring and engaging pupils. They are eager to learn new things and are clearly excited when talking about their past learning. Teachers check pupils' understanding regularly, including through the use of questioning and discussion tasks. However, at times, pupils' understanding of these subjects is not as secure as it could be. Sometimes they find it difficult to recall key information or are confused about how different parts of their learning fit together. Some of the learning tasks provided to pupils in these subjects do not focus effectively enough on helping them remember and apply the most important knowledge.

The school teaches pupils the importance of positive behaviour and instils in them an excellent work ethic. Classrooms are characterised by high levels of trust. This is a significant strength of the school. It enables pupils to feel confident, take risks and contribute to learning discussions. Incidences of poor behaviour are very rare in the school. When pupils fall out with each other or disrupt learning, the school acts quickly and effectively to address this.

Pupils learn about the world around them through focused days on personal, social, health and economic education. This includes topics such as healthy relationships and staying safe online. They also learn about different cultures, fundamental British values and the importance of diversity and inclusion. Pupils' learning in these topics is reflected in the kindness they show their fellow pupils and the way they talk about issues such as racism and discrimination. The school promotes pupils' social and moral development by encouraging them to take part in charity and community events. Pupils learn how to look after their physical and mental health, including through opportunities to learn outdoors and connect with nature. This learning begins in the early years where children learn the importance of healthy eating, exercise and oral hygiene.

Governors provide strong oversight, support and challenge to the school. They understand and carry out their responsibilities effectively. Leaders, including governors, share a desire to continually improve the experiences of pupils and staff at the school. They balance this ambition with support for all staff and thorough consideration for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes lesson activities in the foundation subjects curriculum are not well designed to ensure pupils remember the intended learning. This means pupils' learning in these subjects is not always as secure as it could be. The school should ensure that the lesson tasks within the curriculum are designed so pupils have every opportunity to remember and apply the most important knowledge in each subject.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 123108   |
| <b>Local authority</b>                     | Oxfordshire  |
| <b>Inspection number</b>                   | 10359405   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 98   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Matthew Anderson   |
| <b>Headteacher</b>                         | Deborah Davies   |
| <b>Website</b>                             | <a href="http://www.hailey.oxon.sch.uk">www.hailey.oxon.sch.uk</a> |
| <b>Date of previous inspection</b>         | 18 October 2019, under section 8 of the Education Act 2005.        |

## Information about this school

- This is a voluntary-controlled Church of England school in the Diocese of Oxford.
- The school received its last section 48 inspection, for schools of a religious character, in December 2023. These inspections are required to take place every five years.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior staff in the school, including the headteacher. The lead inspector met with representatives of the local governing body and local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors also discussed the curriculum in some other subjects, spoke with pupils and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with staff and parents at the school. They considered responses to surveys from parents, pupils and staff.

### **Inspection team**

Chris Ellison, lead inspector

His Majesty's Inspector

Andrew Foster

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025