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5 December 2011

Mrs J Daly
Headteacher
Fritwell Church of England Primary School
East Street
Bicester
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Dear Mrs Daly

Ofsted 2011–12 subject survey inspection programme: English

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 18 November 2011 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of seven lessons.

The overall effectiveness of English is good.

Achievement in English

Achievement in English is good.

- Attainment has been broadly in line with national averages in recent years, although results dipped slightly in 2011. The school has now raised expectations effectively and attainment seen in lessons and in pupils' work shows that present attainment in all year groups is above average. Pupils now make good progress in reading and writing. Their speaking and listening skills are above average.
- Pupils enjoy all aspects of learning in English lessons. They are eager to learn, behave well and speak positively about the interesting topics which are planned to take account of their learning needs and interests. Pupils with special educational needs and/or disabilities make as much progress as other pupils.

- Through effective whole-school strategies which have been implemented since the previous school inspection, progress in writing has improved. However, in writing, more able pupils in Years 3 to 6 require further challenge to enable them to achieve the highest level of attainment..

Quality of teaching in English

The quality of teaching in English is good.

- There was a consistency of approach in the teaching observed during the visit. Teachers have good subject knowledge, high expectations and good relationships with pupils. As a result, pupils respond positively to a wide range of teaching strategies and collaborate well during group work.
- All pupils have targets for improvements in reading and writing. Teachers provide effective feedback to pupils through marking, which is consistently good across the school. Pupils are well informed about their achievements and know how to improve their work. However, more use needs to be made of pupils' targets, to challenge more able pupils to reach higher levels in writing.
- Teaching assistants provide good-quality support for pupils, including those with special educational need and/or disabilities.

Quality of the curriculum in English

The quality of the curriculum in English is good.

- The school has successfully developed an interesting and stimulating curriculum matched to the interests of pupils. A wide range of visits to places of interest and visitors to the school enhances learning. The recent visit of a local poet enthused pupils to write their own poetry.
- A range of additional activities outside the school day enriches the curriculum. Pupils thoroughly enjoyed the Shakespeare drama work on 'Romeo and Juliet'.
- The resources for reading are broad and under further development. Pupils speak with enthusiasm about the books they have read in school and at home. They are able to articulate clearly their choice of author.

Effectiveness of leadership and management in English

The effectiveness of leadership and management in English is good.

- Senior leaders have a very clear and accurate understanding of the strengths and areas to develop in English and there is a common commitment to high standards and driving improvement. They have successfully created a culture where all staff work effectively and with a common purpose. This is evident in the whole-school approach to marking and feedback which successfully support pupils, enabling them to know how to improve their work.

- The school has put in place a wide range of professional development opportunities which have successfully contributed to achieving consistently good-quality teaching.
- Assessment procedures are good, providing essential information about pupils' attainment and progress. Regular pupil progress meetings between teachers and senior leaders enable suitable intervention strategies to be put in place where underachievement has been identified.

Areas for improvement, which we discussed, include:

- using pupils' targets more effectively to challenge more able pupils to achieve higher levels in writing.

I hope that these observations are useful as you continue to develop English in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Ann Henderson
Her Majesty's Inspector