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11 January 2012

Mrs G Williams  
The Headteacher  
Bampton Church of England Primary School  
School Close  
Bampton  
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Dear Mrs Williams

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Bampton CE Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 10 January 2012 and for the information which you provided both before and during the inspection. I am particularly grateful to the pupils, members of staff and the representative from the local authority I met for the discussions I had with them. Please pass on my thanks to them and to the rest of the staff and the pupils.

There has been considerable change in the leadership of the school over recent years. Following the retirement of the then headteacher, the governing body appointed an acting headteacher to lead the school for the 2010/11 academic year. She took up her post just before the last inspection and led the initial work on the recommendations resulting from it. At the end of the summer term 2011 she was appointed to the headship of another school. The current headteacher took up her appointment in September 2011. In addition to the changes in leadership there was a reduction in staffing levels during 2010/11.

As a result of the inspection on 14 and 15 September 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements.



## **Achievement of pupils at the school**

The children in the Early Years Foundation Stage make clear progress and, on transfer to Year 1, their overall attainment is broadly average, although this varies each year. Key Stage 1 assessments show that attainment at the expected levels in reading, writing and mathematics are in line with national averages, continuing a trend over the last few years. However, attainment at the higher levels remains below national comparisons. At Key Stage 2, attainment in English and mathematics continues to show improvement and outcomes now match national figures. Last year almost all pupils in Year 6 made expected progress in English and mathematics in terms of National Curriculum levels. This general improvement is confirmed by the lesson observations undertaken as part of the monitoring inspection and the school's tracking system which reinforces the developing focus on individual, group and class progress measures.

Following the last inspection staff undertook an audit of the systems for identification of, and support for, pupils with special educational needs or disabilities. This focused on accurate identification of specific needs and the development of more general support for a broader range of pupils. As a result, the proportion of pupils judged to have special needs has reduced and is now in line with national figures. Additionally, the latest assessment data show that by the end of Key Stage 2 pupils with special needs make similar progress to all children in their cohort, narrowing the gap in achievement. However, there is still a need to link progress tracking to intervention strategies more consistently.

## **The quality of teaching**

After the last inspection staff developed a clear cycle for monitoring pupils' progress and linked this to clear targets for pupils. With the change in leadership this is being further refined to include focused pupil progress meetings and links to the teachers' performance management cycle. Whilst still at an early stage, the tracking system is in place and is a useful tool with which teachers can plan appropriately challenging work. All pupils in Key Stages 1 and 2 have targets for writing, mathematics and a personal challenge which they themselves decide. Pupils can explain their personal challenges and generally know their individual curricular targets, although some were not sure how their progress towards meeting them was evaluated. In most classes pupils' targets are prominently displayed and are a ready resource for the pupils. However, this was not the case in all classes.

The most effective teaching displays clear pace with challenging questions to encourage pupils to apply their knowledge and understanding, together with focused work in pairs to consolidate learning. In some lessons, the pace of learning slows and pupils can spend too much time listening to instructions before beginning to practise their skills and understanding. Generally, marking does not provide the specific guidance to pupils by which they can improve their work.

## **Behaviour and safety of pupils**

The good behaviour of pupils, noted in the last inspection, continues to be a feature in lessons and around the school. They listen well in class and work together cooperatively. The school is an inclusive community based on its Christian ethos.

## **The quality of leadership and management of the school**

The headteacher has built on the improvements made to school development planning following the last inspection. The current planning document has a clear focus on the recommendations from the last inspection and improvement in the achievement by all pupils. There is an increasing involvement of staff and members of the governing body, together with consultation with the pupils, to plan further developments.

During 2010/11, the staff developed a curriculum based on broad themes. Staff are now refining this to involve the pupils in this process, building into planning aspects the children have identified as wanting to learn. As a result, for example, all the pupils in Key Stages 1 and 2 have undertaken a programme of work on the Victorians and pupils spoken to eagerly shared their writing about the visit to SS Great Britain. Work on the development of the curriculum continues, particularly the subject links to ensure full coverage.

In a short time the headteacher has used her experience skilfully to build on improvements made following the inspection to refine developments, meeting the changing needs of the pupils with a clear focus on raising achievement. Consequently, the school displays an improving capacity for sustained improvement. The local authority and diocesan education officers have provided effective support for the school. The headteacher appreciates this valuable help in the drive for improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Robert Pyner  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in September 2010**

- By January 2011, develop the way the school monitors and analyses its work and uses this to develop more comprehensive plans for the future.
- By January 2011, assess pupils' progress with greater consistency and frequency and use this to target and monitor more effectively and to set pupils clear, practical targets for improvement.
- By January 2011, improve the administration of support for pupils with special educational needs and/or disabilities.
- By September 2011, develop a more stimulating curriculum that links subjects together in interesting ways while ensuring full coverage of the National Curriculum.