

Finstock Church of England Primary School

Inspection report

Unique reference number	123095
Local authority	Oxfordshire
Inspection number	380593
Inspection dates	23–24 February 2012
Lead inspector	Krishan Sharma

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Sally-Anne Saull
Headteacher	Jean Roden
Date of previous school inspection	3 December 2008
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Age group	4–11
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Introduction

Inspection team

Krishan Sharma

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons or parts of lessons taught by three teachers. Two groups of Year 1 and 2 pupils were heard reading. Meetings were held with the Chair of the Governing Body, senior and middle leaders and a group of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including safeguarding records, the school development plan, a summary of the school's self-evaluation, pupils' written work and tracking records of pupils' progress in basic skills. Forty-nine questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

Information about the school

Finstock Church of England Primary is much smaller than the average primary school. It has small cohorts in each year group, ranging from four to twelve pupils, who are taught in mixed-age classes. The vast majority of its pupils come from White British backgrounds; the few remaining are from Mixed White and Black Caribbean, Other Mixed and Chinese backgrounds. Almost all pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of disabled pupils and those who have special educational needs at school action and at school action plus, or with a statement of special educational needs, is below average. The school holds the bronze Eco-School award in recognition of its work in promoting pupils' environmental awareness.

The current headteacher took up her substantive post in September 2011, after leading the school for a short interim period. Two of the three full-time teachers have joined the school since the new headteacher's arrival.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school, which is able to demonstrate many notable successes since its previous inspection. Its capacity to sustain improvement is now a strong feature which has had a discernible impact on the quality of teaching and pupils’ achievement. The school is not good overall because pupils do not as yet make more than satisfactory progress and teaching is not yet of a consistently good quality. The vast majority of the parents and carers are very happy with the school’s provision.
- Children make steady progress in Reception and Key Stage 1 and their rate of progress accelerates as they move up through the school. As a result, their attainment at the end of Key Stage 2 is beginning to rise from broadly average to above average.
- Teaching is satisfactory overall, and good in Key Stage 2. In the good lessons, teachers have high expectations and successfully foster enthusiasm for learning. Where teaching is no more than satisfactory, teachers’ feedback does not fully convey to pupils what they have achieved or what they should do next, and their planning does not challenge all pupils to make the best possible progress.
- Behaviour is good in lessons and around the school. Pupils display positive attitudes towards their work, each other and adults in the school. They are typically considerate and care for each other. Good attendance is a strong feature and reflects pupils’ general happiness at school. Pupils feel safe.
- The effective leadership of the headteacher, other leaders and the governing body is at the heart of the school’s improving performance, and it now has a good capacity for improvement. Its self-evaluation is mainly accurate. Even so, monitoring and evaluation are not always sufficiently effective in focusing on pupils’ learning, including their progress in lessons and in their written work.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the quality of teaching so that very few lessons are less than good and the current good teaching is raised to outstanding by:
 - planning finely-tuned, challenging tasks that enable all pupils to make the best possible progress in their basic skills, particularly in Key Stage 1
 - ensuring that teachers' feedback to pupils in lessons and in their written work conveys precisely what they have achieved and what they could do to improve their work
 - reducing the time given to teachers' introductions and explanations to allow more time for pupils to practise their skills on their own.
- Strengthen the monitoring and evaluation in the school by:
 - focusing more explicitly on evaluating and recording the impact of teaching on pupils' learning in lessons and in their written work
 - establishing clearer, measurable benchmarks for evaluating the effectiveness of improvements
 - reviewing and updating the monitoring and evaluation skills of all leaders.

Main report

Achievement of pupils

Children enter Reception with skills and knowledge that are usually broadly in line with those expected for their age. From these starting points, children make satisfactory progress in the Early Years Foundation Stage and this continues across the school. Their progress gains momentum during Key Stage 2, because of good teaching, and it now compares favourably with all pupils nationally. Consequently, in 2011, for the first time in a number of years, pupils' attainment in English and mathematics at the end of Key Stage 2 was considerably above the national averages. As the current Year 6 is also on target to perform above the national expectations, a trend of rising attainment is emerging. Almost all parents and carers believe that their children are making good progress at school. The inspection evidence does not fully corroborate this view, as the progress made by pupils is not consistently good across the school, particularly in Key Stage 1.

There is no difference in the progress of pupils from different ethnic backgrounds. Pupils who have the potential to do so are making the higher grades in reading, writing and mathematics. Disabled pupils and those who have special educational needs are making at least satisfactory progress. Their needs are meticulously analysed and regular interventions are provided to meet them. Their learning is well structured and it is progressively built upon. Disabled pupils are very well supported by their teachers, additional adults and their peers and are progressing well as a result.

Attainment in reading is broadly average at the end of Key Stage 1, but it is being vigorously promoted through the regular teaching of phonics (letters and their sounds). By the time pupils leave school at the age of 11, their reading skills are well

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developed and their attainment is usually above average. They read widely to research information for their topics and write for various purposes. In one mixed class of Years 5 and 6, pupils imagined that they were taking part in a battle scene during the Second World War and wrote of their experiences with a view to broadcasting them to a radio audience. They rose to the challenge. As a result of their research and their confidence as writers, they were producing pieces of good quality work, containing vivid vocabulary. Pupils are confident in applying their mathematical skills in solving problems, particularly in Key Stage 2.

Quality of teaching

The improved quality of teaching in Key Stage 2 has been central to the rise in pupils' levels of attainment by the time they leave. Typically, lessons are good in Key Stage 2 and mainly satisfactory in Key Stage 1 and in the Early Years Foundation Stage. Almost all parents, carers and pupils think highly of the quality of teaching in the school. The inspection evidence partly, but not wholly, supports this view of teaching because it is not yet consistently good across the school.

When teaching is good, teachers plan for high expectations which are clearly communicated to pupils. Tasks set for pupils are suitably challenging and ensure that they progress well in lessons. Teachers consistently ask searching questions and successfully promote discussion. As a result, most pupils learn to express themselves clearly and confidently. Where lessons are no more than satisfactory, these features are less well represented and pupils make only satisfactory progress. Teachers' monitoring of pupils' progress in all lessons and their marking of pupils' written work are not always informative or precise in commenting on what pupils have achieved and what they should do next. Occasionally, teachers' introductions and explanations are longer than necessary. When this happens, time for pupils to work independently is reduced.

Built into teachers' planning are opportunities for pupils to reflect on what they are doing and for them to work and cooperate with different groups of pupils in the classroom. As a result, they develop effective social skills and sensitivity to others' views. Teachers regularly plan for, and offer pupils, time for calm reflection through listening to chosen music and a series of recorded themes relating to their spiritual and emotional development. During the inspection, pupils in Key Stage 1 and Reception class were seen to respond to this session with commitment. The school's planned programmes for personal, social and health education and religious education promote further opportunities for reflection on different cultural and religious traditions.

Behaviour and safety of pupils

Parents and carers and staff are very positive about behaviour in school. During discussions with the inspector, pupils confirmed that behaviour is typically good in and around the school and that they are happy to be at school. In most lessons, pupils are engaged with their work. As a result, lessons run smoothly and there is a

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good environment for learning. This is in sharp contrast to pupils' attitudes reported in the previous report, when some of the older pupils in the school showed lack of interest in their work. Very occasionally, there is some lack of engagement, particularly when pupils lose interest in the work given to them. Pupils relate well to each other and demonstrate high levels of collaboration in lessons. Bullying in any form, including that which is prejudice-based, is rare and pupils are confident that it would always be dealt with swiftly and effectively. Pupils are considerate towards disabled pupils and ensure that they feel included. There have been no recent exclusions.

Pupils say that they feel safe at school and their parents and carers agree with this view. As pupils enjoy being at school, they attend regularly, thus contributing to their above-average attendance. They understand how to conduct themselves safely to ensure their own and others' safety, in and around the school. For example, pupils who walk to the forest school, a short distance from the school, are alert to the potential hazards they might meet. The school maintains a good knowledge of the very few pupils whose circumstances might make them vulnerable. Its regular review of their experiences and progress ensures their safety and welfare.

Leadership and management

The leadership and management of the school have significantly improved since the last inspection. The new headteacher is fully committed to improving outcomes for pupils and the quality of teaching. All staff and governors subscribe to this ambition and the subject leadership is much stronger as a result. A lot has been achieved in a relatively short time and the school has a good capacity to improve further. Attainment is rising, particularly at the end of Key Stage 2, and there is now more good teaching in the school. Data collection and analysis, and their use in ensuring improved outcomes for all groups, including disabled pupils and those who have special educational needs, are now strong features in the life of the school. Reliable data now inform the management of teachers' performance and the allocation of additional resources to pupils with specific needs. Self-evaluation contributes to the identification of suitable priorities for whole-school development and for that of different subjects. However, some of the benchmarks for evaluating the success of actions taken to implement these priorities are insufficiently clear or measurable. This means the senior leaders do not always fully know the impact of those actions.

Teachers' continuing professional development has been central to securing improvement in the quality of teaching. Teachers feel confident in observing each other's teaching and engaging in the subsequent joint reflection. The monitoring of teaching, which was signalled as a weakness at the time of the last inspection, is now frequent, as are other components of monitoring and evaluation, such as the analysis of pupils' written work. Even so, monitoring is not always sufficiently rigorous. For example, the records do not always clearly show how well pupils' learning and progress have been evaluated during lessons and in pupils' written work. Additionally, school leaders' monitoring skills are infrequently updated. Under its current leadership, the governing body is well equipped to engage with the

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school and hold it to account for its performance.

The curriculum has breadth and is balanced to meet the needs and interests of all groups of pupils, including disabled pupils and those who have special educational needs. It promotes good behaviour and pupils' positive attitudes to learning, which are strong features of the school, and contributes fully to pupils' spiritual, moral, social and cultural development. Imagination and creativity are promoted through music and art. Pupils are often asked to express their views on ethical issues. The governing body, leaders and staff ensure that equal opportunities are successfully promoted through the careful monitoring of pupils' progress. As a result, no group is left behind and all have access to opportunities provided by the school. Safeguarding arrangements are effective, ensure pupils' safety and meet requirements.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 February 2012

Dear Pupils

**Inspection of Finstock Church of England Primary School, Chipping Norton
OX7 3BN**

Thank you for all the help you gave me when I visited your school. Special thanks are due to those of you who completed questionnaires or came to talk to me and willingly shared your views about the school. It was good to talk to you and see your work. I judged your school to be satisfactory, which means it is doing many things right and could do better in some others.

Here are some of the good things I found out about your school.

- Most of you make better progress as you move up through the school.
- Standards in English and mathematics are rising by the time you leave school at the age of 11.
- You behave well in lessons and around the school.
- You are considerate and show respect for each other and adults in the school.
- Your headteacher, teachers and the governing body have worked hard to improve your school since its last inspection.

To improve your school further, I have asked those in charge to make sure that:

- all your lessons are the best they can be, with your teachers giving you work that challenges you, telling you what you are doing well and how you can do better, and shortening their introductions to give you more time to work on your own
- leaders in the school check your learning and progress more carefully, and find out whether their plans for the school are working well, as well as continuing to refine their checking skills.

I am sure you can also help your school by paying more attention to teachers' comments on your work in lessons and in your books.

Yours sincerely

Krishan Sharma
Lead inspector

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