

Blewbury Endowed Church of England Primary School

Inspection report

Unique reference number	123167
Local authority	Oxfordshire
Inspection number	380611
Inspection dates	6–7 March 2012
Lead inspector	James Henry

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	150
Appropriate authority	The governing body
Chair	James Wanstall
Headteacher	Marion Mills
Date of previous school inspection	19 January 2009
School address	Westbrook Street Blewbury Didcot OX11 9QB
Telephone number	01235 850411
Fax number	01235 851976
Email address	office.3248@blewbury.oxon.sch.uk

Age group	4–11
Inspection date(s)	6–7 March 2012
Inspection number	380611



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

James Henry

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in twelve class lessons and two assemblies. Six teachers were observed and meetings were held with members of the governing body, a group of pupils and senior staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at assessments showing pupils' progress, school self-evaluation documents, governing body minutes and school information concerning pupils' behaviour. Also, 49 parental questionnaires were received and analysed.

Information about the school

Blewbury is smaller than the average primary school. Most pupils are from White British backgrounds with English as their first language. The proportion of pupils known to eligible for free school meals is below the national average and the proportion of disabled pupils and those with special educational needs is also below the national average. There is one Reception class that forms the Early Years Foundation Stage. The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school because pupils, including those who are disabled or have special educational needs, achieve well and make good progress overall given their starting points. The school is not outstanding because pupils' progress in mathematics is not as rapid as it is in reading and writing and because the roles of subject leaders, especially in English and mathematics, require further development.
- The school has successfully focused on improving pupils' writing skills by providing better opportunities to practise different types of writing across the curriculum; an area for improvement identified at the previous inspection. Opportunities to reinforce pupils' mathematical abilities through other subjects are missed, especially in developing their practical and reasoning skills.
- The quality of teaching is good overall reflecting the good progress that pupils make, especially in reading. Although teachers generally mark pupils' work well in English, with comments on how pupils can improve, this is not done with the same consistency in mathematics.
- Relationships between staff and pupils are good. Pupils feel safe in school and respond well to the good teaching they receive, with behaviour being typically good both in classes and around the school. The very few instances of minor disruptive behaviour observed were due to lessons not being structured to meet individual pupils' behavioural needs.
- Senior leaders, effectively led by the headteacher, closely monitor the quality of teaching and hold regular meetings with teachers to hold them to account for the progress made by pupils. New curriculum leaders for English and mathematics have been put in place. Although these curriculum leaders have monitored pupils' work, they have not monitored teaching in lessons or the impact of initiatives to improve achievement, such as support for small groups or individual pupils.

What does the school need to do to improve further?

- Increase the rate at which pupils make progress in mathematics across Key Stage 2 by:
 - ensuring that opportunities are fully used to develop pupils' mathematical reasoning skills through practical activities in other subjects

- improving the consistency of written feedback in marking in mathematics so that pupils know the next steps to improve their learning.
- Strengthen the role and responsibilities of the curriculum leaders, especially in English and mathematics, by:
 - increasing their involvement in the monitoring and evaluation of teaching and learning
 - ensuring that they are fully involved in assessing the impact of initiatives to raise pupil achievement, including the support given to groups or individual pupils.

Main report

Achievement of pupils

Almost all parents and carers who responded to the questionnaire thought that their children were making good progress at school. This is an accurate view because all groups of pupils make good progress in reading, writing and in mathematics, although to a slightly lesser extent in some lessons in Key Stage 2. Pupils who may be disabled or have special educational needs also make good progress because they are regularly assessed and tasks are planned to meet their needs. They are also effectively supported in their learning by teaching assistants.

Children enter the Early Years Foundation Stage with skills and abilities in line with those normally expected, although their basic writing and reading skills are not as well developed as other areas of learning, such as their social and emotional development. Children make good progress in the Reception class and quickly develop a sense of independence in learning. There were numerous examples of children developing their basic language and mathematical skills, for instance through role play in the 'shop' where children were selling and buying shoes.

The school has a rigorous system to track the progress made by pupils. Whilst assessments and observations in lessons show that pupils make good progress overall, there are isolated pockets of satisfactory progress in mathematics in Key Stage 2. Consequently, progress across Key Stage 1 is better in mathematics than in Key Stage 2. Evidence from lesson observations in Key Stage 1 showed pupils using practical mathematical equipment, such as dice and number squares, to develop their basic understanding of adding numbers. There were also examples of Key Stage 2 pupils using apparatus, such as number cards, to develop their understanding of the different values of numbers in hundreds, tens and units in mathematics lessons. However, opportunities to use practical activities to support pupils' learning in mathematics, especially in other subjects, are missed across Key Stage 2. Pupils make particularly good progress in reading. This is because the school has an effective system for teaching pupils to read unfamiliar words through blending sounds. This is applied consistently across the school, especially in Key Stage 1. Consequently, attainment in reading by the end of both Key Stages 1 and 2 is above the national average.

The school's tracking system is used to identify pupils who may need extra support. National data, as well as the school's own assessments, show that this support is

generally effective. For example, there is no difference in the attainment of pupils known to be eligible for free school meals in both English and mathematics compared with their peers in school. Attainment overall is typically above average by the end of Key Stage 2.

Quality of teaching

The vast majority of parents and carers who responded to the questionnaire expressed the view that teaching is good. This view is accurate. Teachers know the needs of pupils well because of good assessment and the effective tracking of pupils' progress. Teachers plan lessons which, in the large majority of cases, meet the needs of pupils with different levels of abilities. The structuring and planning of lessons across Key Stage 1 are particularly effective in developing pupils' independence and their ability to learn for themselves.

Teachers engage pupils effectively in lessons. For example, in one lesson, a film with accompanying music was used to help pupils think about how an author captures and holds a reader's attention before the pupils began to write for themselves. Teachers typically have high expectations even for younger pupils who are expected to work and move to different tasks independently. It was quite normal in Key Stage 1 classes, for example, to see pupils complete a practical task, such as sorting and cutting out pictures of vegetables and fruit and then moving on to learning about different blends of sounds to support their reading. There is also good use of question and answer sessions in lessons that are well directed by teachers. This not only provides challenge for pupils but also allows them to learn from each other. Providing feedback to pupils through marking is generally well done in English but less well developed in mathematics.

The curriculum is planned so that subjects are linked together through chosen themes, such as 'Extreme Weather'. Teachers are skilled at combining different subjects to make learning more meaningful for pupils. Although teachers consistently use these themes to develop pupils' writing, opportunities to develop mathematical skills are missed.

Relationships between staff and pupils are good; staff provide nurturing, pastoral care and support. Through planning lessons that provide opportunities to discuss issues such as climate change and the organising of activities based on international links with schools abroad, teaching promotes pupils' spiritual, moral, social and cultural development well.

Behaviour and safety of pupils

Almost all parents and carers who completed the questionnaire feel that their child is safe in school. A few expressed concerns about behaviour and the way that any bullying is dealt with. However, the very large majority of pupils expressed the view that behaviour in lessons and around the school is generally good, that any bullying is dealt with effectively and that they are happy to come to school. Inspection findings support these views.

Pupils have a mature understanding of the definition of bullying gained through

activities such as anti-bullying week. They say that bullying, in all its forms, including that based on racism, is rare, although there are arguments and disputes that usually involve name calling. 'We do fall out but then we make friends again,' was a typical comment. Pupils feel that they can approach staff with any worries, that they will be listened to and that their concerns will be addressed. There have been no exclusions or cases of racial incidents in the recent past. The school has systems to help pupils keep themselves safe, for example the use of playground friends nominated weekly from each class and peer mediators from Year 6. The school has also introduced a new 'class contract' system to allow pupils to be more involved in agreeing rules for behaviour in class. However, this has yet to be completely embedded and its effectiveness in promoting pupils self-discipline is not fully assessed.

Behaviour observed during the inspection was good. Pupils have positive attitudes to learning, are respectful and polite to staff and friendly towards each other. During a walk around the school, pupils told the inspector that the good behaviour seen was typical, although sometimes pupils were a bit noisy, especially in the hall at dinner time. Attendance is above average due, in part, to the school stressing the importance of good attendance.

Leadership and management

There is strong collective ambition and commitment by leaders, including the governing body, to improve the achievement of pupils. The impact made by the governing body has improved since the last inspection and is now good. This is because governors are now far more involved in self-evaluation through visiting the school, analysing data and holding senior leaders to account for the success of initiatives to raise standards. The governing body also takes a more rigorous approach to managing the performance of the headteacher through setting and monitoring progress towards school improvement targets.

Senior leaders, especially the headteacher, consistently hold teachers to account for their standard of teaching and the rate at which pupils progress. As a result, the good standard of teaching identified at the last inspection has been maintained. However, the roles and responsibility of the relatively new English and mathematics curriculum leaders in monitoring teaching and learning are not sufficiently developed.

The school works well in partnership with other local schools to provide professional training for staff. This has supported teachers in increasing the rate at which pupils develop their writing skills and has successfully addressed an area for improvement identified at the last inspection. Consequently, pupils' attainment in English is rising across the school.

The curriculum is broad and balanced with subjects linked together well through the different themes. Pupils enjoy the opportunities to learn languages and take up a musical instrument. Pupils' spiritual, moral, social and cultural development is promoted well. A wide range of international links, for example with a school in Uganda, not only helps pupils appreciate other cultures but develops their moral empathy and social understanding of other communities around the world. The school works well with other local schools to provide an extensive range of extra-curricular and sporting activities that parents, carers and pupils really appreciate.

Safeguarding policies and procedures are fully in place, with staff appropriately and regularly trained in child protection and all adults checked before working for the school. Members of the governing body have attended safer recruitment training to check that only suitable people are employed in the school.

The school's commitment to promoting equality and preventing discrimination is clearly shown by the good support given to disabled pupils, or those with special educational needs, which allows them full access to the curriculum and school life.

Since the previous inspection, the school has maintained the good quality of teaching, increased the rate at which pupils develop their writing skills and improved the role of the governing body in monitoring standards and challenging senior leaders. These developments show that the school has good capacity to improve further.

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.



8 March 2012

Dear Pupils

**Inspection of Blewbury Endowed Church of England Primary School,
Didcot OX11 9QB.**

I would like to thank you for making me feel so welcome when I visited your school recently. I enjoyed meeting you and watching you work in lessons and around the school. Almost all of you told me that the school helps you to do as well as you can, that teachers are interested in your views and will deal with any rare instances of bullying. Almost all of you are happy to come to school and say that behaviour is good. The school gives you a good standard of education and all the staff work successfully to make learning enjoyable.

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

- You make good progress in reading, writing and mathematics.
- Teaching is good.
- The school gives you a really good understanding and appreciation of other cultures and communities around the world.
- You enjoy taking part in the many different activities that the school offers, such as learning to play musical instruments, learning other languages and taking part in sporting events.
- Everyone takes great care to make sure you are kept safe in school.

To help improve your school I have asked the adults in charge to do two things.

- To increase the rate at which you learn in mathematics across Key Stage 2.
- For teachers in charge of different subjects, but especially English and mathematics, to check regularly on the teaching you receive in lessons and to make sure everyone is making good progress, including those who may need extra support with their learning.

You can help as well by continuing to work hard, listening carefully to your teachers and helping and encouraging one another in lessons and around the school.

Yours sincerely

James Henry
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**