

Queen's Dyke CP School

Inspection report

Unique Reference Number	123020
Local Authority	Oxfordshire
Inspection number	359346
Inspection dates	7–8 February 2011
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Simon Townsend
Headteacher	Carol Camping
Date of previous school inspection	30 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 17 lessons taught by 13 teachers. Meetings were held with members of the governing body, parents, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 70 parents and carers, 100 pupils and 36 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The way teaching and the curriculum are increasing pupils' progress in writing and mathematics, especially for the more able.
- How well teachers challenge pupils and involve them in assessment, including marking.
- The impact of subject leaders and the governing body on driving improvement in teaching, learning and pupils' progress.
- How care, guidance and support help pupils, including the more vulnerable, to access learning and to enjoy school.

Information about the school

This is a larger-than-average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The school has an above average number of pupils with special educational needs and/or disabilities. These pupils have a wide range of needs, including moderate learning, emotional and behavioural and speech and language difficulties. Children in the Early Years Foundation Stage are taught in one Reception class. The school has received several awards including the Activemark and Healthy School status.

The pre-school located in the school grounds runs independently and was not part of this inspection.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This friendly school provides pupils with a satisfactory education. Enthusiastic teachers help pupils to enjoy learning. Children make a sound start to their education in the Reception class, although they learn faster when they are being led by an adult than when they are working independently. Between Years 1 and 6 pupils build steadily on what they have learnt, leading to broadly average attainment by the end of Year 6. Pupils do best in reading and science. In mathematics, pupils are not always quick enough at carrying out mathematical calculations or at applying what they have learnt when working in other subjects. In writing, pupils are better at writing factually than at writing fiction, where they find it hard to structure their stories. Pupils, including those with special educational needs and/or disabilities, are good at taking responsibility for tasks around the school and within the local community. During the inspection a group of pupils appreciated the opportunity to plant trees in the local area. Pupils show their enthusiasm for living healthily and demonstrate an enviable amount of energy at playtime.

Learning is uneven between lessons because teachers do not always expect enough from the pupils or involve them fully in discussions. More-able pupils in particular do not always learn quickly because they are not always expected to complete hard enough work. Teachers are good at praising the pupils, but marking and target setting are not sufficiently rigorous to help pupils know how to improve quickly. Teachers and teaching assistants respect and care for pupils, including those who are in need of additional emotional support, and work well with outside agencies to strengthen pastoral care.

There are satisfactory procedures for self-evaluation. Leaders, including the governing body, are strongly committed to improving provision and pupils' progress, and understand strengths and areas for development. Their evaluation of how well the school is doing is over generous because they are not rigorous enough in their analysis of information collected from monitoring, and do not always identify dips in progress quickly enough. Recent improvements in the way phonics is being taught is having a positive impact on reading and work has started to help improve writing and mathematics, demonstrating the school's satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and pupils' progress in writing and mathematics, by:
 - increasing pupils' ability to carry out calculations quickly

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- providing greater opportunities for pupils to apply their knowledge of number in their work across the curriculum
- developing pupils' understanding of story structures
- enabling pupils to write at greater length.
- Increase the proportion of good or better teaching, by:
 - raising teachers' expectations of what pupils should achieve in each lesson
 - using marking and target setting more consistently to show pupils how they need to improve
 - ensuring that all pupils are involved in discussions.
- Improve the rigour of self-evaluation, including the monitoring and analysis of teaching, learning and pupils' progress, so that dips in performance can be identified and tackled as soon as they arise.
- Strengthen provision in the Early Years Foundation Stage by ensuring that tasks children have chosen for themselves are always purposeful and move learning forward quickly.

Outcomes for individuals and groups of pupils**3**

The majority of children are working within the levels expected for their age when they join the Early Years Foundation Stage, with communication, language and literacy being the weakest area of learning. In all classes, pupils enjoy school and are especially well motivated by some of the exciting role-play activities. For example, in a good literacy lesson in Year 4, pupils were spellbound by the unexpected arrival of a visitor from a fantasy world and in a science lesson in Years 1 and 2 pupils enjoyed helping to select the best material for Cinderella's mop.

Pupils' achievement is satisfactory, although attainment varies slightly from year to year due to the varying proportions of pupils with special educational needs and/or disabilities. Pupils make satisfactory progress, but progress is uneven between lessons and subjects. In some lessons, pupils are not sufficiently involved in discussions and quietly lose concentration. For example, in part of one mathematics lesson, only a few pupils volunteered answers to the teacher's questions and consequently the rest of the class were quietly inattentive. In addition, more-able pupils are not always working at a high enough level when writing stories or carrying out mathematical calculations. Pupils with special educational needs and/or disabilities make satisfactory progress. Pupils make some good progress in specific additional learning programmes, but the work provided in everyday lessons is not always tailored closely enough to their specific needs. Pupils' sound progress in developing basic skills, along with some good aspects of personal development, prepares them satisfactorily for the next stage of education and later life.

Behaviour is satisfactory. Pupils are welcoming and polite and move around the school in an orderly fashion. In lessons, pupils cooperate with each other sensibly but are not always sufficiently engaged in their learning when not interested or challenged by the tasks they have been set. Most pupils say that they feel safe at school, although a few feel that some unkind comments from other pupils are not tackled consistently by all members of staff. Pupils have a clear understanding about how to stay safe. For example, they know how to ride their bikes carefully and older pupils understand about internet safety.

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Pupils are good at helping others and are especially proud of the part they play in monitoring behaviour and acting as peer buddies. Pupils appreciate the creative arts and there is a high uptake of clubs such as those in dance and needlecraft. Pupils show respect for the feelings and needs of others. They learn about other cultures through topics about Mexico and Kenya, but their knowledge of cultures other than their own in the United Kingdom is not extensive. Pupils demonstrate why the school has the Activemark and Healthy School status because they are aware of how to stay healthy and enjoy taking part in sporting activities. Rates of attendance are broadly average because, while most pupils attend regularly, a few families are persistently absent.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good relationships with the pupils and a secure knowledge of the subjects they teach. Information and communication technology (ICT) is used well to support learning. For example, in Years 5 and 6, pupils enjoyed making a PowerPoint presentation about Henry VIII. Most work engages the pupils' interest, although in some lessons, teachers do not make clear what they expect pupils of differing abilities to achieve so that all are challenged. Teaching assistants provide some good support for groups of pupils including those with special educational needs and/or disabilities, especially when teachers plan specific tasks to meet their needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The curriculum supports pupils' learning better in reading and science than in mathematics and writing. In mathematics, opportunities for pupils to practise their calculations are insufficient and sometimes mental mathematics sessions at the start of lessons are too brief and not challenging for all ability groups. Opportunities for pupils to write in other subjects are established but pupils do not always have enough time to write fiction at length. Pupils appreciate the good enrichment opportunities including visits and the wide range of clubs.

All pupils are known by staff. Nurture groups are used well to provide support for those with emotional and social difficulties. The school has up-to-date policies to help members of staff in their care of pupils, although some of these do not make information easy to understand.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders are determined to improve provision and pupils' progress and embed ambition and drive improvement satisfactorily because they know what the school does well and how it should be improved. Various leaders are involved in monitoring, but information is not always shared and evaluated so that dips in performance can be tackled rigorously. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress, especially of more-able pupils.

The school's safeguarding arrangements are satisfactory and most parents agree that pupils are kept safe at school. There are a few minor gaps in the training of new members of staff.

Governance is satisfactory. The governing body is well informed about the school and is developing its role in holding the school to account for its actions. The partnership between the school and parents and carers is sound and parents and carers help their children at home with reading. The school provides good opportunities for pupils to be involved in the local community, but links with contrasting schools nationally to broaden pupils' knowledge and understanding of cultural diversity in the United Kingdom are at an early stage of development.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in the Reception class and enter Year 1 with broadly average attainment. They make good progress in communication, language and literacy because these skills are promoted especially well. For example, children enjoyed helping to retell the story of the Gingerbread Man using puppets. Members of staff work well as a team. They assess learning carefully and use the information to help plan inviting activities indoors and outside. Occasionally, in some tasks that children have chosen for themselves, activities lack purpose because adults do not provide enough support so that children can learn something new.

Close links with parents and carers and the pre-school enable children to settle into school routines swiftly, to enjoy learning and behave sensibly. Adults ensure that lessons are calm and provide sensitive support. Leaders are working on closing the learning gap between girls and boys by making activities for listening and writing more attractive to the boys. Information about the children's progress is not used rigorously by leaders to ensure that all children learn as quickly as they should across all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3

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

Stage	
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Views of parents and carers

Only a small minority of parents and carers returned a questionnaire. Most of these parents and carers are pleased with the way their children are kept safe and happy, and that teaching is good. The inspection team also found that pupils enjoy school and keep safe. Teaching was found to be satisfactory, because it is not consistently good in all lessons. A small minority of parents and carers expressed concerns over the way behaviour is dealt with. The inspection team found that behaviour was managed well in lessons and that occasional outbursts of unacceptable behaviour are dealt with appropriately according to school policy. The school is aware that pupils who always behave well may feel that they are missing out on some special rewards for good behaviour. There are plans to make the rewards system more equitable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen's Dyke Community Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 70 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	47	33	47	2	3	1	1
The school keeps my child safe	32	46	33	47	3	4	1	1
My school informs me about my child's progress	19	27	42	60	9	13	0	0
My child is making enough progress at this school	19	27	42	60	5	7	1	1
The teaching is good at this school	25	36	40	57	3	4	0	0
The school helps me to support my child's learning	18	26	46	66	5	7	1	1
The school helps my child to have a healthy lifestyle	18	26	45	64	7	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	21	38	54	6	9	2	3
The school meets my child's particular needs	18	26	42	60	5	7	1	1
The school deals effectively with unacceptable behaviour	12	17	30	43	15	21	6	9
The school takes account of my suggestions and concerns	13	19	43	61	5	7	2	3
The school is led and managed effectively	19	27	40	57	7	10	1	1
Overall, I am happy with my child's experience at this school	25	36	38	54	3	4	3	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



9 February 2011

Dear Pupils

Inspection of Queen's Dyke Community Primary School, Witney OX28 5JW

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You do best in reading and science.
- You are polite and enjoy coming to school.
- You keep healthy and well done for helping each other at playtimes.
- We agree with you when you say that teachers are kind and listen to you.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better.

- Give you more chance to carry out mathematical calculations quickly and to use your mathematics when learning in other subjects.
- Help you to write better and longer stories.
- Help teachers to always give you work that is just right for you and to expect you to work quickly and take a full part in discussions.
- Use marking and target setting more precisely to show you how you need to improve.
- Make better use of information on how well the school is doing so that things can be put right quickly.
- Make sure that all activities for children in the Reception Year help them to learn something new.

Thank you once again for telling us about your school and letting us see your work. You could help your teachers by always listening and volunteering to answer questions.

Yours sincerely

Alison Cartlidge

Lead inspector

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