

Ashbury with Compton Beauchamp Church of England (A) Primary School

Inspection report

Unique Reference Number	123220
Local Authority	Oxfordshire
Inspection number	359397
Inspection dates	29–30 June 2011
Reporting inspector	Bogusia Matusiak-Varley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Amanda Saunders
Headteacher	Marcia Northeast
Date of previous school inspection	15 January 2008
School address	Ashbury Swindon Wiltshire SN6 8LN
Telephone number	01793 710259
Fax number	01793 710534
Email address	office.3851@ashbury.oxon.sch.uk

Age group	4–11
Inspection dates	29–30 June 2011
Inspection number	359397

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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 12 lessons taught by four teachers and held meetings with a selection of parents and carers and pupils, governors and staff. They observed the school's work, and looked at a range of documentation including the school's monitoring of performance, the school's development plan, pupils' assessments and minutes of governing body meetings. The inspectors analysed 39 questionnaires completed by parents and carers, four questionnaires completed by staff and 26 by pupils.

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

- The achievement of more capable pupils and of boys in reading, writing and mathematics.
- How well teachers use assessment data to plan tasks that meet pupils' needs.
- How well the school is led and managed by the headteacher and governing body.

Information about the school

This is a very small village school. The proportion of pupils known to be eligible for free school meals is well below average. A broadly average proportion of pupils have special educational needs and/or disabilities, mostly relating to speech and language difficulties or autistic spectrum disorder. The majority of pupils come from a White British background. There is a pre-school on site but it is not managed by the governing body, and is inspected separately. Pupils are taught in three mixed-age classes, and children in the Early Years Foundation Stage are taught alongside Year 1 pupils. The school has received extended Healthy Schools status. The school is taking part in a project run by the National College called 'Small Schools Making a Difference' where, through small school clusters, it can access teaching expertise. The school has had the help of an advanced skills teacher for mathematics during this academic year.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a rapidly improving school which offers a good quality of education. Pupils' behaviour, their knowledge of healthy eating, the care, guidance and support that they receive and their relationships with staff are outstanding. The vast majority of parents and carers are highly supportive of the school because their children are happy and love coming to school, as evidenced by their good attendance.

Following a period of considerable disruptions to leadership, the school has found its educational direction in the present headteacher, who is an outstanding practitioner and an excellent role model for both staff and pupils. The impact of her relentless drive to give pupils the best start in life is most noticeable in the arresting of underachievement, especially of boys in mathematics and writing.

By the time pupils leave school, attainment is high in speaking and listening and reading, and their achievements are outstanding. In writing, mathematics and information and communication technology (ICT), attainment is above average and pupils' achievements are good. There are, nevertheless, missed opportunities to challenge more capable pupils in developing their skills of independent learning and research. All groups of pupils make good progress. Pupils with special educational need and/or disabilities are well supported by teaching assistants who ensure that any barriers to learning are quickly acted upon so that they have full access to the curriculum. 'What's really good about our school is that teachers know when we are stuck and help us straight away,' said one very happy pupil.

Children in the Early Years Foundation Stage make good progress, especially in their personal, social and emotional development. They reach above-average standards in all areas of learning except writing, where there are missed opportunities for more capable children to record their work.

Teaching is consistently at least good, and two outstanding lessons were observed. The school's involvement in the 'Small Schools Making a Difference' project has improved the teaching and learning of mathematics, and has raised boys' achievement very successfully. Teaching is not yet outstanding because teachers do not always use information from assessments effectively in their planning to challenge more capable pupils.

A well-thought-out curriculum, with strengths in music, sport and cross-curricular links, is helping to raise standards. Coupled with a good range of extra-curricular activities, this means that pupils 'get hooked' on learning very quickly.

Pupils' personal development is good. The school's motto of 'We Care' is evident in all aspects of its work. All safeguarding procedures are robust and pupils are safe in school. Good opportunities for developing leadership skills, such as organising fundraising and undertaking jobs around the school, prepare pupils well for their future economic well-

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

being. They have excellent knowledge of their local community, but their knowledge of life in multicultural Britain and global communities is only satisfactory.

Leadership and management are good. The headteacher, ably supported by her staff and governing body, is implementing change at a fast rate. Self-evaluation is accurate and good capacity to improve is evidenced by improved standards and the quality of teaching. Governance is good. The governing body provides strong leadership and very effective support for the school, but its members do not always get enough first-hand information about its work to be fully effective in challenging school performance.

What does the school need to do to improve further?

- Improve the good quality of teaching to outstanding by ensuring that:
 - teachers use information from assessments more rigorously so that more capable pupils are consistently challenged in writing and mathematics
 - teachers provide more opportunities for pupils to develop their research and independent learning skills
 - more able children in the Early Years Foundation Stage have more opportunities to write about what they learn.
- Improve pupils' knowledge of multicultural Britain and their global awareness by providing more opportunities for them to learn about different cultures.
- Ensure that the members of the governing body have more opportunities to gain an independent view of all aspects of school provision. Ensure that the members of the governing body have more opportunities to gain an independent view of all aspects of school provision.

Outcomes for individuals and groups of pupils

2

From attainment on entry to the Early Years Foundation Stage that is broadly at the levels expected nationally for their age, pupils make good progress and achieve well throughout the school. Pupils love reading and in guided reading sessions they demonstrate excellent skills of comprehension and sounding out tricky words. Progress in writing and mathematics is now good because the school has taken every step to raise standards and narrow the gap in achievement between boys and girls. The rigorous implementation of intervention strategies to boost progress has had success in overcoming pupils' sticking points. Boys now enjoy writing, especially when they are given opportunities to write about cars. Pupils' achievement in mental mathematics and problem solving is good. They have quick recall skills and can recite their times tables at great speed. Nevertheless, more capable pupils are not always challenged enough in writing and in mathematics to develop their skills of independent learning.

Pupils say they feel safe because they know that all adults care about them. There is no bullying, and pupils are confident that should any occur, the staff would deal with it. 'Our headteacher doesn't miss a thing, she has eyes in the back of her head,' said one member of the school council. Pupils have an excellent knowledge of healthy lifestyles. They squeal with delight when they get an award from the cook for having healthy lunchboxes or trying different types of vegetables. Pupils take regular sport and exercise and they keep

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

very fit through 'wake and shake'. These sessions are expertly led by pupils who take their responsibilities very seriously.

The school is a force for cohesion in its local area and pupils participate in many aspects of village life. Links with the church are strong and values of perseverance, responsibility, tolerance and forgiveness are apparent in the work of the school. This contributes to pupils' good spiritual, moral, social and cultural development. They know right from wrong, marvel at God's creation and are able to apply Bible stories to their own lives. Pupils value their friendships; every pupil is treated as unique and the school is a harmonious community.

Good learning in lessons is characterised by all groups of pupils 'having a go', checking their answers with their learning partners, listening attentively to the teachers' instructions and applying what they have learnt in different situations. For example, in Years 2/3, pupils were learning about positional language in mathematics, and the following day they used this language in literacy to describe the layout of a car. This ensured secure learning for all groups of pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching in this school is characterised by rigour and high expectations of all pupils. Teachers consistently check pupils' understanding, and 'Tell me what you are learning and

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

how can I help you learn faster?' is often heard in lessons. Outstanding teaching is characterised by teachers being fully aware of every response given to them by pupils and using any misconception as a teaching point. Teachers' inputs are brief and to the point and the purpose of the lesson is clearly stated, as are steps to success. Teaching assistants make a very valuable contribution to learning as they offer both explanations and support to pupils who might not understand things the first time around. However, there are some missed opportunities to let the more capable pupils take control of their own learning by enabling them to develop their research skills and independent learning strategies.

Marking is very thorough and pupils value being able to enter into dialogue with teachers about their learning. Assessment procedures are good and teachers' knowledge of relating pupils' work to national levels has improved, but there are missed opportunities in planning in identifying skills and knowledge to be taught, especially for more capable pupils in writing and mathematics.

Pupils with special educational needs and/or disabilities receive targeted support from teaching assistants and teachers to meet their needs. No pupil is left behind in this school because teachers are very vigilant of any aspect of underachievement.

The curriculum is enhanced by good partnerships with other schools that enable good learning opportunities, such as transition work at the local secondary school. Good opportunities are provided for pupils to go on residential trips to develop their social skills. Pupils who participate in the choir are excellent ambassadors for the school.

The care, guidance and support offered to pupils are exemplary. Staff do everything they possibly can to accommodate pupils' needs. Pupils know that they are cherished, so they try even harder to please their teachers. Every answer given by pupils is treated with respect by teachers, who guide pupils into developing better insights into their own learning. This contributes to pupils' positive attitudes and excellent behaviour.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the headteacher is pivotal to the success of the school. The headteacher has established a high-performing team which ensures equality of opportunity for all pupils. Staff have now established an accurate baseline of pupils' attainment and the progress of individual pupils is tracked and meticulously analysed, with appropriate interventions allocated should any pupil be struggling.

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

Teaching and learning are monitored effectively. The headteacher gives staff targets to strive for improvement. This rigorous approach has improved the quality of teaching since the last inspection, when teaching and learning were evaluated as satisfactory. The governing body is active in all aspects of school life and is exceptionally supportive of the headteacher. It ensures that safeguarding procedures are robust, and undertakes health and safety audits to ensure that pupils and staff are safe at all times. The governing body has tackled weaknesses decisively and ensures that its statutory responsibilities are fully met, but its members are aware that they do not always gain a sufficiently direct view of school life. The school works in close and effective partnership with parents and carers to serve the best interests of pupils. Community cohesion is promoted well, but it is better at a local level in relation to the school's immediate community than further afield. The school deploys its resources well, especially staffing, to secure good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

Good provision ensures good overall progress. Outstanding progress is made in personal, social and emotional development from the minute children enter Reception. Many of them transfer from the playgroup and transition arrangements are well established. Children make exceptional progress in speaking and listening because they are encouraged to use extended sentences and explain their mathematical reasoning at all times. They are well prepared for their next stages in learning because of the excellent gains they make in personal, social and emotional development. They are active and inquisitive learners, keen to rise to the challenges given by the class teacher and teaching assistant. Children know about healthy eating and keeping themselves safe. 'Walk carefully on the logs,' they told one another when playing outdoors.

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

Children thoroughly enjoy learning, both indoors and outdoors. Children work well and play well together. They have a solid foundation to build upon as the Reception class offers plenty of hands-on experiences such as measuring classroom objects, using plastic blocks, looking at bugs using magnifying glasses, and learning sounds that letters make.

Teaching is good as there is planned, purposeful learning of basic skills through play. Children form their letters and numbers correctly but there are times when capable children are not pushed enough to write more about their learning. Probing questions and detailed observations of children's learning, identifying the next steps, ensure children's good achievement.

Children's welfare is at the heart of all of the learning, and safeguarding arrangements are robust. Good leadership and management of the Early Years Foundation Stage have ensured good provision. Children are well cared for and relationships are outstanding, resulting in a happy and safe learning environment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire were generally positive and supportive. All respondents agreed that their child enjoys school and is kept safe and healthy, although a small minority raised individual concerns about a range of issues, including aspects of communication and behaviour management. Inspectors explored all these concerns. The headteacher has already made appropriate plans to involve parents and carers more in the life of the school, although inspectors evaluated partnership with parents and carers as 'good', based upon interviews with parents and carers and telephone conversations with parents and carers who wanted to speak with them individually. Pupils' behaviour was outstanding at all times during the inspection, in response to excellent care, guidance and support.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ashbury with Compton Beauchamp Church of England 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	51	19	49	0	0	0	0
The school keeps my child safe	27	69	12	31	0	0	0	0
My school informs me about my child's progress	18	46	16	41	5	13	0	0
My child is making enough progress at this school	13	33	19	49	6	15	0	0
The teaching is good at this school	17	44	16	41	5	13	0	0
The school helps me to support my child's learning	17	44	19	49	3	8	0	0
The school helps my child to have a healthy lifestyle	25	64	14	36	0	0	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)	25	65	9	23	2	5	0	0
The school meets my child's particular needs	22	56	12	31	5	12	0	0
The school deals effectively with unacceptable behaviour	16	41	16	41	6	15	1	3
The school takes account of my suggestions and concerns	19	49	14	36	6	15	0	0
The school is led and managed effectively	26	67	11	28	2	5	0	0
Overall, I am happy with my child's experience at this school	23	59	12	31	4	10	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



1 July 2011

Dear Pupils

Inspection of Ashbury with Compton Beauchamp Church of England School, Swindon SN6 8LN

We so enjoyed visiting your school. Thank you for making us feel so welcome and telling us your views. Here are some of the things we liked most about your school.

- You attend a good school and are making good gains in your learning. Well done for persevering! You attain high standards in speaking and listening and reading and you achieve well in writing, mathematics and ICT.
- You are acquiring good values of perseverance, tolerance and respect, and this will really help you in later life. You are very caring and help one another in all aspects of school life.
- You have excellent relationships with your teachers, who want the very best for you.
- Your behaviour is outstanding; it was really lovely for us to watch you work and play so well with one another.
- You have excellent knowledge of healthy eating and your 'wake and shake' sessions in the morning set you up well for keeping alert during the school day.
- You make a very valid contribution to your immediate community by participating in all the village and church functions.
- You are absolutely right about your teachers and your headteacher ? they are indeed very nice and the headteacher and governing body run the school well.
- You have benefited from the 'Small Schools Making a Difference' project and you are making better progress in mathematics.
- Your teachers look after you very well indeed and you feel safe in school. Your teachers look after you very well indeed and you feel safe in school.

We have asked your headteacher and teachers to help you even more by challenging those of you who find work easy in writing and mathematics, and giving you more opportunities to learn about life in different countries. You can help by telling your teachers when work is too easy and you can ask them to teach you more about children's lives in other countries. We have also asked the governing body to keep a closer check on how well you are doing by coming into school more often.

Keep up your healthy eating, and tell Cook that we thought her meals were delicious.

Yours sincerely

Bogusia Matusiak-Varley

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.