

Kirtlington Church of England Primary School

Inspection report

Unique Reference Number	123187
Local Authority	Oxfordshire
Inspection number	359382
Inspection dates	7–8 July 2011
Reporting inspector	Paul Edwards

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	108
Appropriate authority	The governing body
Chair	Rosie Lewis
Headteacher	Fiona Crook
Date of previous school inspection	24 September 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed seven teaching staff while visiting 12 lessons. Meetings were held with representatives of the local authority, the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including: the school's self-evaluation; assessment and tracking information; the governing body minutes; arrangements for safeguarding; and pupils' work. Staff and pupil questionnaires were also scrutinised along with 44 completed by parents and carers.

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

- Whether girls attain sufficiently well in reading and boys in writing at Key Stage 1.
- The progress made by the more-able pupils in English at Key Stage 2.
- The effectiveness of teaching to ensure pupils make good progress throughout the school.
- The pupils' awareness of people from other cultures and backgrounds.

Information about the school

Kirtlington Church of England Primary is much smaller than the average-sized primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is also well below average. The school has gained Healthy School status.

A pre-school playgroup operates each day on the school site as part of a partnership arrangement. The children from this setting are fully integrated into the school's Reception class. Staff from the school's Reception class work alongside staff from the pre-school setting to teach all of the children. This privately funded setting is managed by a steering group and is the subject of a separate 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

Kirtlington Church of England Primary School provides a satisfactory education for its pupils. Pupils' achievement is satisfactory overall, reflecting the quality of teaching and learning. Children get off to a good start in the Reception class where they make good progress. Pupils' above average attendance and good punctuality is testament to their enjoyment of school. They behave well both in lessons and during lunchtimes and playtimes. Occasionally, a very small number of pupils exhibit challenging behaviour but the school has appropriate strategies in place to support these pupils and to minimise disruption to learning.

Pupils' attainment is average by the end of Year 6. Progress throughout the school is satisfactory overall, although it is uneven, particularly in lower Key Stage 2. There is no significant difference in achievement between boys and girls. Pupils make good progress in their reading across the school but it is less secure in writing. Work is not always sufficiently challenging and expectations of presentation, handwriting and grammatical skills are inconsistent. Consequently, not all pupils, particularly some average-attaining and some more-able, achieve as well as they should. There are missed opportunities to accelerate the learning of the more-able pupils in mathematics across the school with some repeating work unnecessarily. Pupils with special educational needs and/or disabilities make progress in line with their classmates.

The quality of teaching is satisfactory overall. Teachers work hard to present the pupils with interesting activities. However, although work is planned for different groups of pupils, teachers are not consistently ensuring their prior attainment is taken into account to ensure pupils make sufficient progress. In the best lessons, pupils are provided with opportunities to find things out for themselves and they are not required to spend too long listening to teachers' instructions. The good curriculum is enriched by a wide range of visits, visitors and clubs. There are particular strengths in music, with large numbers learning to play brass and woodwind instruments. Pupils' participation in the wide range of physical activities contributes to their good understanding of healthy lifestyles. Pupils say how much they enjoy their time at the Forest School, adjacent to the school site, which provides them with a good range of learning opportunities. The effective care, guidance and support lead to the good personal development of pupils.

Self-evaluation is broadly accurate. Leaders have been working effectively with local authority consultants in addressing a slowing down of pupils' progress in English and mathematics, and in improving the quality of teaching. While there have been improvements, the leadership rightly acknowledges there is still more to be done. The governing body is effective in holding the school to account and in supporting the leadership's drive for improvement through the use of external consultancy staff. The school's planning for community cohesion is satisfactory. However, it has not yet

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evaluated the impact of its plan to determine pupils' awareness of other cultures. Taking all of these factors together, the school's capacity to improve is satisfactory. Links with parents and carers are satisfactory. A small minority of parents and carers who responded to the questionnaire rightly felt that the school does not keep them sufficiently well informed about their children's progress and it is seeking ways in which this situation can be improved.

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 pupils' achievement in writing by:
 - having a consistent approach in addressing pupils' grammatical skills, punctuation and grammar
 - having higher expectations of pupils' presentation of work.
- Improve the quality of teaching so that it is at least good in all classes by:
 - ensuring work is sufficiently challenging for all groups of pupils, particularly in mathematics, by making better use of day-to-day information about how well pupils are progressing
 - making sure that staff do not spend too long on introductions to lessons and that there is sufficient time for pupils to complete tasks
 - providing more opportunities for pupils to find things out for themselves to develop their independent learning skills.
- Improve lines and systems of communication with parents and carers so they are better informed about how well their children are progressing and understand how they might help with their children's learning at home.

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

Children start school with skills and abilities that are generally similar to those expected for their age. Work in pupils' books and observation of lessons show they make satisfactory progress during their time at Kirtlington so that by the time they leave school at the end of Year 6 their attainment is broadly average. Children with special educational needs and/or disabilities are appropriately cared for and, as a result, are able to engage with learning and make progress in line with their peers. Inspectors looked at the progress made by boys and girls and found that, while there are slight differences, they are related to pupils' abilities within specific year groups and are not significant. More-able pupils make satisfactory progress overall, although the school rightly acknowledges they should achieve more in both English and mathematics. Pupils make better progress towards the end of Key Stage 2. For example, in a good science and design and technology lesson, pupils' knowledge of irreversible changes developed well when they designed and made their own bread and showed an understanding of the purpose of yeast in the process.

Pupils of all ages report that they enjoy school and feel safe. Pupils know who to turn to should they have a problem, and a small number who had concerns with bullying say that staff take action to deal with it. As well as enjoying regular physical activity within the

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school day, their skills and enthusiasm are promoted well through the good range of clubs on offer. Pupils' spiritual, moral, social and cultural development is good overall, although their awareness of people from different backgrounds is relatively weaker. Discussions with pupils showed they have a good understanding of healthy lifestyles. Their understanding is enhanced through growing fruit and vegetables in their own allotment and through the visit of the life caravan when they gain a good awareness of, for example, the dangers of drugs. The school council provides an effective forum for pupils to voice their opinions. Councillors work closely with other schools, choosing a charity for which they all raise funds in different ways. The pupils' good links with the local community are demonstrated in their participation in the making of a film, 'What a Waste', which resulted in a cash award for helping to reduce waste and improve sustainability. Activities such as these, their good social development, above-average attendance and secure basic skills mean that pupils are well prepared for the next stage of their education.

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	2
Pupils' behaviour	2
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	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 is satisfactory overall, although some good practice was observed. In the best lessons, assessment was being used effectively to support learning. However, this practice was inconsistent across the school. As a result, opportunities to check progress, and therefore to inform teachers about the next steps for learning, were missed. In the better lessons, teachers provide pupils with good opportunities to challenge their own thinking.

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For example, in a good Years 5 and 6 lesson, pupils improved their understanding of mathematical patterns through a variety of practical challenges, working out the minimum number of moves it took for different size groups to swap places. In lessons that are not as strong, teachers spend too long explaining to the pupils what to do, give them too much information and do not provide them with sufficient opportunities to challenge their own thinking.

Since the previous inspection, the school has successfully enhanced the curriculum through adopting a more creative approach. Pupils are provided with more opportunities to practise writing skills across the curriculum, and it is trying to ensure there are more opportunities for mathematical skills to be developed through other subjects. The Forest School is used effectively to develop pupils' social and physical skills as well as being a stimulus for work in science and English. Residential visits also play a significant role in the development of pupils' social skills. Pupils' enthusiasm for writing is beginning to be enhanced through visiting authors.

The school staff know the pupils well and ensure that potentially vulnerable pupils are well catered for. Pupils have a clear understanding of who to turn to if they have concerns and have confidence that the systems in place will be effective in supporting them.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders demonstrate ambition to drive the school forward and to improve outcomes for pupils. The headteacher has a clear vision and is determined that the rate of pupils' progress should be improved. She is working effectively with local authority staff to accurately identify strengths and weaknesses, and managers have now started to use this information to improve the quality of teaching across the school. The information is being used to sharpen provision and target the most important areas that need improvement. Tracking of achievement over time has not been historically consistent, hindered at times by a lack of accurate assessments in some year groups. However, senior leaders, new to their roles, are now analysing data more rigorously, and as a result, have a clearer picture of where the strengths and weaknesses lie. School leaders are well supported by the governing body, which is supportive and challenging.

Leaders promote equality and tackle discrimination adequately, as seen in the profile of satisfactory achievement for all groups of pupils. Leaders are rightly focusing on ensuring all middle-attaining and more-able pupils achieve as well as they should. Staff training is satisfactory in meeting the needs of learners and good links have been established with all stakeholders to support this. At the time of the inspection, all safeguarding procedures

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and checks on adults were robust. Good partnerships with local schools and support agencies contribute to the provision. Links with parents and carers are satisfactory. The school recognises the need to ensure that parents and carers are kept better informed as to how their children are progressing and that they are provided with clear information on how they can support their children's learning. The promotion of community cohesion is satisfactory. Pupils develop a good understanding of the local communities and are respectful of different faiths and cultures. However, their understanding of people from different backgrounds in this country is not as strong.

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	2
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	2
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 are provided with excellent transition arrangements from the pre-school setting to the Reception class, the result of excellent cooperation with the integrated service. Consequently, children take no time to settle to the routines and structure in the Reception class. As a result of the development of joint teaching, children are now making consistently good progress so that on entry to Year 1, their attainment is above average. Children's language skills develop well. For example, following a visit to Warwick Castle, children were able to explain clearly what they saw. They are keen to engage adults in conversation and are confident learners. Children know how to keep safe and practise healthy lifestyles. Children were observed eating the healthy fruits in the large castle they had built outside, following their visit to the castle.

The Early Years Foundation Stage benefits from a large, well-established outside area which is used effectively by the staff to stimulate and add interest to the children's learning. There is a good balance between child-chosen and teacher-directed activities. There are good opportunities for the children to develop their physical and creative skills through use of the outside environment. Good teaching of letter sounds (phonics) helps to

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ensure children's early reading skills develop well. The good leadership ensures self-evaluation is accurate. Assessment of children's work is regular and systematic, and provides parents and carers and staff with a clear picture of their progress. Parents and carers value the opportunity to contribute to the assessment of their children's work and the learning files provide a good record of children's achievements.

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

Just under half of parents and carers responded to the questionnaire. Most parents and carers say their children enjoy school and that they are satisfied with their children's experiences. A small minority expressed concerns regarding the leadership of the school, the information provided about how well their children were progressing, and the rate of progress made. The school has rightly acknowledged that it needs to improve its communication with parents and carers to provide them with more regular information about how well their children are progressing and how they might better support their children at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirtlington Church of England 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	50	19	43	3	7	0	0
The school keeps my child safe	26	59	17	39	1	2	0	0
My school informs me about my child's progress	13	30	18	41	13	30	0	0
My child is making enough progress at this school	14	32	16	36	12	27	2	5
The teaching is good at this school	12	27	23	52	7	16	1	2
The school helps me to support my child's learning	12	27	19	42	9	20	4	9
The school helps my child to have a healthy lifestyle	21	49	21	48	2	5	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	34	23	52	4	9	0	0
The school meets my child's particular needs	16	36	17	39	10	23	1	2
The school deals effectively with unacceptable behaviour	16	36	18	41	7	16	1	2
The school takes account of my suggestions and concerns	13	30	22	50	8	18	1	2
The school is led and managed effectively	13	30	15	34	8	18	7	16
Overall, I am happy with my child's experience at this school	19	43	18	41	1	2	3	7

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.



9 July 2011

Dear Pupils

Inspection of Kirtlington Church of England Primary School, Kirtlington OX5 3HL

Thank you for your help during the recent inspection of your school. We were impressed by how friendly and helpful you are and we enjoyed talking to you about your life in school.

We judged your school to be satisfactory but there are also some good features. These are some of the important aspects that we found.

- Children in the Early Years Foundation Stage are provided with a good start.
- You enjoy school, and attend very regularly and on time.
- You behave well, both in lessons and around the school.
- You make good choices in keeping fit and healthy, and enjoy taking part in physical activities.
- Staff are providing you with interesting activities, and they look after you well.

We have asked the staff and governors to work on three important things to make your school even better.

- Help you to do better in your writing by making sure you work harder on your punctuation, spelling and sentence construction, and that you present your work neatly.
- Make sure that all your lessons are at least good so that the work is not too easy, particularly in mathematics, and that you have plenty of time to find things out for yourselves.
- Improve systems for communicating with parents and carers so that they have a better understanding of how well you are doing in your work and how they might help you at home.

All of you can help with these improvements by making sure that your teacher knows if your work is too easy or too hard.

Yours sincerely

Paul Edwards

Lead inspector

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