

Five Acres Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 123006 |
| Local Authority | Oxfordshire |
| Inspection number | 380567 |
| Inspection dates | 1–2 December 2011 |
| Reporting inspector | David Curtis |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 285 |
| Appropriate authority | The governing body |
| Chair | Rob Preston |
| Headteacher | Darrell Wood |
| Date of previous school inspection | 10–11 March 2009 |
| School address | East Hawthorn Rd Ambrosden Bicester OX25 2SN |
| Telephone number | 01869 253193 |
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|---------------------------|-------------------|
| Age group | 4–11 |
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Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons taught by 11 teachers. Meetings were held with staff, members of the governing body and pupils, including the school council, and members of Year 6. They observed the school's work and looked at documentation relating to safeguarding pupils and child protection, the school improvement plan, minutes of meetings held by the governing body and data provided by the school and local authority in relation to pupils' performance in 2011. Inspectors looked at 89 questionnaires returned by parents and carers, together with those completed by staff and pupils in Years 3 to 6.

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

- The current progress of boys in Key Stage 1.
- The current progress of girls in mathematics in Key Stage 2.
- How well leaders and managers monitor the performance of groups of pupils.

Information about the school

This is a larger than average-sized primary school with a rising number on roll. There are two classes in the Early Years Foundation Stage and in Years 1, 2 and 3. In Years 4, 5 and 6, there is one class. Most pupils are White British, with the main other minority ethnic heritage represented by pupils from Fiji who have a parent or carer serving in the armed services. Half of the pupils in the school have a parent or carer in the armed services. As a result, the number of pupils who join or leave the school part way through their education is high. For example, of the 23 pupils currently in Year 6, only nine started the school in reception. The proportion of pupils with special educational needs and/or disabilities, most of whom have speech, language and communication difficulties and/or specific learning difficulties, is below average. The proportion of pupils known to be eligible for free school meals is below average.

Although the governing body manages the Nursery School, it has always been subject to a separate inspection by Ofsted. The Children's Centre, which is on the school site, and the privately managed out-of-school care are subject to separate inspections.

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 good school. It has made significant improvement in all aspects of its work since the last inspection. As the result of much improved provision, children now make good progress in the Early Years Foundation Stage. This good progress continues throughout the school, with the result that pupils' achievement is good. By the end of Year 6, attainment is above average in English and mathematics. The introduction of the 'creative curriculum' has successfully motivated and engaged boys in their learning, with the result that in Key Stage 1, the gap between their achievement and that of girls is closing rapidly. In the 2011 tests for pupils in Year 6, girls underperformed compared with boys. School data and inspection findings show this gap is narrowing as the result of effective teaching which motivates girls to succeed.

Care, guidance and support are outstanding. Teachers and highly skilled and well-trained teaching assistants make a significant contribution to the support for pupils with special educational needs and/or disabilities. As a result, these pupils make good progress. Staff are very effective and sensitive to the needs of pupils with a parent or carer in the armed services, including those from Fiji. They are supported effectively with the result that their progress is good and they are included fully in the day-to-day life of the school.

Pupils have an excellent awareness of how to stay safe in school for example in the community and on the internet. Their understanding of healthy lifestyles is excellent, including the need for a balanced diet and regular exercise. Many participate in sporting events both in school and when representing the school in competitive events, such as cross country. Pupils' understanding of moral issues is strong as are their relationships with each other and adults. However, their understanding of the diversity of life within the United Kingdom is less well developed.

In most lessons, teachers' planning is a significant strength, especially in meeting the needs of all pupils. Higher-attaining pupils are challenged and extended in their learning in many lessons. Teachers' ongoing assessment in lessons is good, particularly in identifying whether individuals, small groups or the whole class might need additional support. Occasionally, teachers talk for too long at the start of lessons and planning does not meet fully the needs of higher-attaining pupils. As a result, in these few lessons, progress is satisfactory rather than good.

The headteacher, supported by senior leaders, has created a highly effective team

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which has supported him in driving through the significant improvements to provision and outcomes for pupils. While leaders monitor accurately the performance of groups, they place a greater emphasis on ensuring that individual pupils make good progress because of the challenge of high mobility. School self-evaluation is broadly accurate. Taking into consideration that the school's overall effectiveness has moved from satisfactory to good, and the drive and ambition of senior leaders to make the school outstanding, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that all lessons are good or better by ensuring that:
 - teachers' planning always meets the needs of higher-attaining pupils
 - teachers do not spend too much time talking to pupils at the start of lessons.
- Improve pupils' understanding of the diversity of life within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Children start school with skills at typical levels for their age, except in communication, language and literacy where they are below. Pupils enjoy their lessons and are enthusiastic learners. In a Year 2 English lesson, all pupils made good progress on writing poems entitled 'Dark is' because of very effective paired discussion in finding exciting words to use. In Year 4, pupils made outstanding progress in a mathematics lesson on Carroll diagrams, with the higher attainers setting their own criteria by the end of the lesson. In most lessons, the work rate of pupils is impressive and is a particularly noticeable feature of boys' writing in Year 2. Pupils want to succeed and do well. There is no significant variation in the progress of groups of pupils. Those with special educational needs and/or disabilities make good progress and show the same interest in, and enthusiasm for, learning as their peers. This is a key factor in their success.

Pupils' behaviour is good in lessons and around the school. Pupils benefit from a wide range of exciting things to do in the playground which means they are never bored. Pupils take their roles as school councillors seriously but opportunities for other pupils to contribute to the day-to-day life of the school are satisfactory. Senior leaders recognise that this is an area requiring improvement. Attendance is average and has improved. Around the school, pupils are polite, friendly and engaging and this shows very positive aspects of their social development. With attainment above average, and good evidence of pupils using successfully their key skills across the curriculum, their preparation for secondary school is good.

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Please turn to the glossary for a description of the grades and inspection terms

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 | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 3 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

A significant strength of most lessons is that pupils are expected to get down to work quickly, without the need for lengthy lesson introductions. However, where these introductions are too long, the pace of learning slows. Teachers are skilled at circulating during lessons and identifying if and when additional support is needed and then providing it. For example in a Year 2 English lesson, the teacher identified that six pupils needed more help in making their sentence more interesting, so she modelled examples with that group. As a result, they went on to make good progress because of this confidence boost. Teaching assistants are used very effectively in lessons to support pupils' learning. They are skilled, for example, in writing down pupils' ideas so that those who struggle with the mechanics of writing are free to concentrate on words and ideas. Teachers' marking is good and pupils say that they know how well they are doing and what they need to do to improve.

The 'creative curriculum' is successful in motivating boys and girls in their learning. The recent work on the Second World War resulted in some excellent models of Anderson Shelters and imaginative writing about evacuees. Through lessons in information and communication technology, pupils combine science and literacy skills successfully, for example, in drawing a diagram with a key and instructions for making an electrical circuit. There is a good take-up of the wide range of sporting and cultural after-school clubs.

The support for children transferring from the nursery or other pre-school providers

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

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is excellent and results in children settling quickly and confidently into school life. There are equal strengths in the support for the many pupils who join during the course of a school year. In discussion, a number of these pupils said how welcoming the school and other pupils are when they arrive. Excellent support for pupils with special educational needs and/or disabilities contributes significantly to their good progress. Pupils value immensely a programme aimed specifically at giving them the opportunity to discuss worries or concerns that may prevent them learning in school. It is particularly welcomed by pupils who have a parent or carer deployed or about to be deployed on active service, for example in Afghanistan. The school does all it can to promote above average attendance, with the result that it is improving.

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 headteacher, senior leaders and governing body have developed a highly cohesive staff team, who share a set of common values and vision for providing high quality provision to meet the complex needs of many pupils in the school. With the challenge of the school population changing almost on a daily basis, senior leaders have been conspicuously successful in driving school improvement since the last inspection. The monitoring of teaching and learning is effective, with the result that most lessons are good or outstanding. Senior leaders are aware of the few areas of relative underperformance. Because of the specific challenges presented by high pupil mobility, there is a rigorous focus on the progress of individuals, with intervention programmes put in place immediately for any identified in danger of falling behind.

The governing body is effective in supporting the work of the school and in challenging senior leaders. Membership of the governing body changes on a frequent basis and reflects the mobility of the pupils. The governing body ensures that the school complies fully with the current statutory requirements for safeguarding pupils and child protection.

The school is effective in ensuring equality of opportunity for all pupils. Any gaps in performance between groups of pupils are closing rapidly. Discrimination in any form is not tolerated. In discussions with inspectors, the few pupils when asked said, 'There is no racism in this school like there was in my last school.' Pupils get on remarkably well with each other taking into account the constant changing of peer and friendship groups. While there are strengths in the local aspect of community

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cohesion, the school currently places insufficient focus on the national and international dimensions.

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 | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make good progress in their learning, especially in their personal, social and emotional development, communication, language and literacy, and problem solving, reasoning and numeracy. There are strengths in the teaching of letters and sounds, and early writing skills. In adult-led activities, there is a very strong focus on high quality questioning to develop children’s vocabulary and thinking skills.

Children’s behaviour is exemplary and they enjoy school immensely. They show that they can sustain interest in chosen activities for a long period whether at the writing table or outdoors at their ‘building site’. Boys in particular benefit from many opportunities for mark making, including the use of clipboards to check on the work of ‘the builders’. Girls take part enthusiastically as ‘electricians’ and ‘carpenters’. Staff are adept in ensuring that children choose many of their own activities and there are excellent opportunities for free flow between indoors and outdoors. Resources are good both indoors and outdoors, and excite and motivate children to learn and play. Currently, there are insufficient ‘small world’ toys which reflect cultural diversity.

Strengths in leadership and management include establishing very effective partnerships with parents and carers. Day-to-day assessment of children’s learning is good and individual profiles give a detailed picture of progress. Staff manage effectively the changes during the course of the year relating to the high number of children leaving or joining Reception.

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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

Thirty per cent of parents and carers returned the questionnaire, which is similar to the national response rate for primary schools. Most parents and carers are very positive about all aspects of the school. Positive comments, for example, ‘The teachers are doing a good job in keeping the children interested, happy and safe’ and ‘Over the last couple of years the security at the school has significantly improved and the overall impression is that standards overall are very good’, sum up the views of many. Inspection findings support parents’ and carers’ views that the school has improved significantly over the last three years. A small number of individual concerns were shared with the school without identifying the parent or carer concerned.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Five Acres 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 66 | 74 | 21 | 24 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 70 | 79 | 19 | 21 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 57 | 64 | 29 | 33 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 51 | 57 | 36 | 40 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 55 | 62 | 33 | 37 | 1 | 1 | 0 | 0 |
| The school helps me to support my child’s learning | 53 | 60 | 35 | 39 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 46 | 52 | 42 | 47 | 1 | 1 | 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) | 42 | 47 | 40 | 45 | 2 | 2 | 0 | 0 |
| The school meets my child’s particular needs | 55 | 62 | 32 | 36 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 43 | 48 | 39 | 44 | 3 | 3 | 1 | 1 |
| The school takes account of my suggestions and concerns | 34 | 38 | 53 | 60 | 0 | 0 | 1 | 1 |
| The school is led and managed effectively | 51 | 57 | 38 | 43 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 58 | 65 | 29 | 33 | 2 | 2 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



5 December 2011

Dear Pupils

Inspection of Five Acres Primary School, Ambrosden OX25 2LN

Thank you very much for making your contribution to the inspection through completing questionnaires, talking to inspectors in lessons and in meetings with Year 6 and the school council. The inspectors enjoyed meeting you. I am pleased to tell you that you go to a good school and that it has improved since its last inspection. These are some of the areas in which the school is particularly successful.

- You have an excellent understanding of how to stay safe in school, in the community and when using the Internet.
- You make good progress and your attainment is above average.
- Your behaviour is good and you enjoy working hard in lessons.
- Teaching is good and helps you to make good progress.
- All adults in school know you as individuals and provide excellent care and support, especially for those of you who have a parent or carer serving in the armed services.
- Your headteacher, teachers and governing body are determined to make your school even better.

Although you go to a good school, there are a few areas that we think will make it even better. These are to:

- make sure that all of your lessons are good
- make sure that you learn more about the life of different groups of people in the United Kingdom.

You can help by working hard in your lessons and continuing to make everyone feel as welcome to your school as the inspectors did. I wish you every success in the future.

Yours sincerely

David Curtis
Lead inspector

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