

# Uffington Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	123170
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380612
<b>Inspection dates</b>	16–17 May 2012
<b>Lead inspector</b>	Alison Grainger

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cryer
<b>Headteacher</b>	Elizabeth Robertson
<b>Date of previous school inspection</b>	10 June 2008
<b>School address</b>	Broad Street Uffington Faringdon SN7 7RA
<b>Telephone number</b>	01367 820296
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<b>Age group</b>	4–11
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## Introduction

Inspection team

Alison Grainger

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by a total of four teachers. Small group and one-to-one support for pupils was also observed. Pupils' workbooks were scrutinised. Discussions were held with pupils, teachers and governors. The inspector took account of the responses to the online Parent View survey in planning the inspection. She observed the school's work, and looked at school documentation, including its improvement planning and records of pupils' attainment, progress and behaviour. Account was taken of the 78 questionnaire responses from parents and carers and those completed by pupils and staff.

## Information about the school

Uffington Church of England Primary School is smaller than the average sized primary school but has grown since its last inspection. Most pupils are of White British heritage and speak English as their first language. The proportion of disabled pupils and those with special educational needs who are supported by additional help or with a statement is broadly average. The proportion of pupils known to be eligible for free school meals is about average. The proportion of pupils that joins or leaves the school, other than at the usual times, is higher than in most schools. The school meets the current floor standards, the minimum standards expected by the government.

The governing body provides before-school care through a breakfast club. In September 2010, the on-site pre-school provision amalgamated with the school. Children from two-and-a-half to five years old are now together in an Early Years Foundation Stage unit. The provision for children below reception age was subject to a separate inspection in March 2011 and is not included in 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because aspects of teaching and assessment require sharpening, including the use of assessment information to pitch teaching, feedback to pupils through marking, and the setting of pupils' targets. While teaching promotes good progress for most pupils over time, it does not ensure that progress is consistently rapid for all pupils, especially in mathematics. Analysis of pupils' performance linked to the monitoring of the effectiveness of provision ensures good quality education but does not push teaching and the curriculum to become outstanding.
- Pupils make rapid progress in reading and strong gains in speaking, listening and writing. Progress in mathematics, while steady, is not as strong as in English.
- A particular strength in teaching is the use of imaginative content in lessons to engage pupils. Group activities are used well to develop pupils' competence and perseverance in problem solving. Occasionally, teaching is too challenging for some pupils or not quite challenging enough for others, especially in mathematics. In mathematics, in particular, there are missed opportunities to use marking to get pupils to take action that improves their learning quickly. Effective one-to-one and group support helps pupils who find aspects of learning difficult to achieve well.
- Pupils have good attitudes to learning and their conduct around the school is good. They are pleasant and courteous and many have well-developed social skills. Pupils feel safe and confident at school and report that they are free from bullying.
- Developments in teaching are led well and performance is managed effectively. Improvements since the last inspection are evident, for example, in the teaching of reading. Even so, the current approach to evaluating the impact of provision is not yet analytical enough to move the school to outstanding or to rectify any potential underachievement at the first possible opportunity.

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## What does the school need to do to improve further?

- Make better use of assessment information, particularly in mathematics, to:
  - pitch direct teaching and activities at the right level for individuals and groups during lessons
  - provide feedback to pupils through marking that requires them to take immediate action to move their learning on
  - set aspirational targets for individuals and year groups of pupils.
  
- More rigorously analyse data on pupils' attainment and progress, alongside other evidence of pupils' performance, to:
  - identify any potential underachievement at an early stage and put in the necessary support immediately
  - quickly identify aspects of provision that need improvement.

## Main report

### Achievement of pupils

As a result of the small number of pupils in each year group and the movement of pupils in and out of the school, attainment varies from year to year. Generally, children start in Reception with attainment at the level expected for their age. In most recent years as a result of pupils' good progress, attainment by the end of Year 6 has been above average.

Progress has accelerated over the last two years in the lower part of the school. As a result of improved approaches, for example to the teaching of phonics (the sounds that letters make) to develop reading skills, children are getting a stronger start than in the past. Last year's reception children moved to Year 1 with above average attainment in all areas of learning and this year's group are performing even more highly. The present Year 2 had below average attainment, especially in writing, when they moved into Year 1. As a result of strong progress, their attainment is now broadly average in reading, writing and mathematics. Attainment in reading at the end of Year 6 is usually above average. Last year, most pupils reached the level above that expected for their age in reading by the time they left the school.

Pupils' learning moves on most rapidly in lessons when adult-led sessions grab their interest and a meaningful context is provided for the tasks set. Pupils in Years 3 and 4, for example, responded very well to the challenge of creating word problems in mathematics, drawing on statistical information from their visit to a farm. Although many found the task challenging, they persevered, shared ideas and listened carefully to guidance from adults. Pupils in Years 5 and 6 were immediately engaged in a lesson in which they were required to find an answer to the question, 'Why did PC Harper come close to death on the night of 15 August 1952?' Not only did pupils use and develop their enquiry skills well and work collaboratively in groups to gain a good insight into the events of that night in 1952, but they also applied their new

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knowledge and understanding enthusiastically in writing at length.

Disabled pupils and those with special educational needs make good progress. They value the additional support that they receive and concentrate well. One pupil who has extra help to improve her reading spoke of how pleased she had been when her teacher offered her this additional opportunity. On occasions, progress slows for these pupils when a task set for the whole class is too challenging or if the direct teaching in a whole-class session is pitched at a level that is too high. This issue arises more often in mathematics than in English lessons. Just occasionally, the more able pupils are not stretched fully by the tasks set and do not fulfil their potential in a lesson. Inspection evidence supports the views of parents and carers that their children are making good progress.

### **Quality of teaching**

Teachers go out of their way to make lessons interesting and enjoyable. They are focused on promoting pupils' personal development as well as ensuring that pupils of all abilities, including those who are disabled and with special educational needs, achieve well. One parent accurately summed up the effectiveness of teaching by observing that pupils 'are taught in a way that seems to both inspire and educate' and noting that this results in pupils 'not only progressing well in their class work, but gaining amazingly in confidence and social skills'. Inspection evidence supports the views of parents and carers that teaching is good and develops pupils as independent and confident learners.

Teachers are very effective in developing pupils' skills in speaking, listening and working together. They provide many opportunities for pupils to share ideas and report to the whole class. Such activities successfully build respect for the views of others, contribute significantly to the good relationships that permeate the school and result in a good pace of learning. Occasionally, however, teacher-led sessions or activities do not meet all pupils' needs fully, resulting in a slower pace of learning for some.

A particular strength is the effective teaching of phonics to pupils grouped by ability. Adults leading phonics sessions are careful to review what pupils already know, understand and can do, and then skilfully introduce new knowledge in order to very securely promote the next steps in learning. This good teaching is not only a major factor in improving progress in reading, but it also contributes to the good development of pupils' spelling and confidence in expressing themselves in writing. During one exceptionally good phonics session for reception children, some children not involved in the activity chose to sit nearby and practise writing words with the sound the children in the taught group were learning. This is a clear illustration of how much children enjoy phonics and the effectiveness of teaching.

Teachers involve pupils in evaluating their learning well and this complements teachers' marking. However, teachers do not sufficiently set pupils individual or

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group follow-up tasks to rectify areas identified as needing improvement in marking. Because pupils are not required to take immediate action to close gaps in skills and understanding, the effectiveness of marking is reduced and pupils' progress is prevented from being even better. This is particularly the case in mathematics where marking is less effective than in English. While pupils are set individual targets, these are not always sufficiently demanding and aspirational, and so do not result in outstanding progress over time.

### **Behaviour and safety of pupils**

Many parents and carers commented that their children feel 'valued and nurtured' at school. As one parent said, this results in pupils 'looking out for and caring for each other'. Inspection evidence supports the views of parents and carers that the family atmosphere and the respect that adults show for pupils result in good behaviour. Behaviour during assembly is excellent and pupils show reverence during prayers and as, for example, the significance of Ascension Day is explored.

Pupils are well behaved and keen to learn and this makes a good contribution to their enjoyment of school and their progress over time. Occasionally, when teaching is not pitched at quite the right level during whole-class sessions, some pupils become restless and are not fully attentive. As a consequence, behaviour is not yet outstanding. Pupils take much responsibility in lessons and also around the school. Older pupils very competently help with the management of assemblies while reception children undertake tasks such as collecting the register from the office. Pupils' good enthusiasm for school is reflected in the above average attendance rate.

Pupils of all ages and backgrounds mix well. They report that they are free from bullying and that acts of unkindness, although rare, are dealt with effectively by adults. Pupils say that they feel safe at school and that they are taught how to stay safe outside. They know, for example, the importance of staying safe when using the internet. Pupils attending the breakfast club behave well, and experience a pleasant social start to the school day.

### **Leadership and management**

Since the last inspection, leaders have succeeded in maintaining the school's good curriculum and making aspects of it even better. Good action, including effective staff training, has been taken to improve the teaching of reading and writing, resulting in better achievement in these areas. The new Early Years Foundation Stage unit is preparing children better for entry to Reception and this start is built on well once children enter Reception and move on into Years 1 and 2. Enrichment of the curriculum continues to be exceptional for a small school. Additional activities, such as clubs and visits, contribute well to the school's good provision for pupils' spiritual, moral, social and cultural development.

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While leaders, including the governing body, are focused on improving the school, their analysis of how the school's provision, particularly teaching, contributes to pupils' achievement is not yet incisive enough to make this school outstanding. Data are not analysed robustly enough alongside other evidence on pupils' performance, for example the rates of progress shown in pupils' workbooks, to identify exceptionally quickly and specifically aspects of provision that could be made better. Currently, data and workbooks are usually looked at separately. As a result, even though the school puts good interventions in place to address any underachievement, issues causing this are not always picked up at the first possible sign. Presently, interventions and the quality of care for each pupil as an individual result in effective promotion of equality of opportunity and discrimination being tackled well. Additionally, the analysis of data does not ensure that the targets set for all year groups are truly aspirational as well as achievable.

The governing body ensures that arrangements for safeguarding pupils meet all statutory requirements. Where necessary, it seeks external advice and ensures that appropriate risk assessments are undertaken. Aspects of the support and direction provided by governors are outstanding and draw well on the good skills and relevant professional expertise that the governing body brings to the school.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 May 2012

Dear Pupils

**Inspection of Uffington Church of England Primary School, Faringdon  
SN7 7RA**

Thank you for helping me when I inspected your school. I enjoyed the two days I spent with you watching your lessons, looking at your workbooks and talking with you. You made me feel very welcome. I found out that you attend a good school.

Your achievement is good because teaching and the curriculum are good. Teachers make your lessons interesting and fun. You develop your skills in communicating with other people and solving problems well. You gain good confidence in expressing your views and you listen well to others. You do very well in reading and most of you make strong progress in writing. Your progress is not quite as good in mathematics.

Behaviour is good and you are sensible and courteous young people with good social skills. You told me that you feel safe at school and that the adults look after you well.

Your school is well led and managed. All the adults in your school are keen to make improvements so that your school becomes outstanding. To help them, I have told them to ensure that:

- teaching and activities are always pitched at the right level for all of you, especially in mathematics. This will also involve giving you some follow-up activities when your work is marked to help you to make even quicker progress.
- information on your progress is analysed very carefully so that actions that are needed to help you to do even better are picked up very quickly indeed.

You can help by telling your teachers if your work is too easy or too difficult or if you are unsure about how to move to a higher level. Thank you once again for your help and best wishes for the future.

Yours sincerely

Alison Grainger  
Lead inspector

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