

New Marston Primary School

Inspection report

Unique reference number	123048
Local authority	Oxfordshire
Inspection number	380582
Inspection dates	27–28 June 2012
Lead inspector	Ted Wheatley

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	George Vlachonikolis
Headteacher	Zara d'Archambaud
Date of previous school inspection	8–9 July 2009
School address	Copse Lane Oxford OX3 0AY
Telephone number	01865 761560
Fax number	01865 742944
Email address	head.2529@new-marston.oxon.sch.uk

Age group	4–11
Inspection date(s)	27–28 June 2012
Inspection number	380582



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Ted Wheatley

Additional inspector

Kanwaljit Singh

Additional inspector

Carol Worthington

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 teachers, and visited 26 lessons or parts of lessons. Meetings were held with staff, members of the governing body and pupils, and inspectors spoke to parents and carers bringing children to school. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at achievement information, development planning and self-evaluation records. They took into account 80 parental questionnaires, and also questionnaires completed by pupils and staff.

Information about the school

New Marston Primary is a broadly average-sized school, but numbers are rising. Most pupils are from minority ethnic groups. An above average proportion of pupils speak English as an additional language, but only a small number are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs are well above average. Most pupils with statements of special educational needs have a hearing impairment and attend the separately managed local authority hearing resource base located in the school buildings. These pupils attend most of their lessons at the school. A larger than average proportion of pupils leave or join the school other than at the usual times during the year. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- New Marston Primary is a good school. It is good rather than outstanding because occasionally teaching is not challenging enough and the quality of pupils' writing does not match how well they speak.
- Pupils' attainment is broadly average by the end of Year 6 and is rising. Pupils' progress is good and improving, especially in Key Stage 1. Sometimes pupils' writing lacks the good quality sentence structure they use in their speech and, occasionally, spelling is careless and handwriting is untidy. Pupils speak and read well and have good mathematical skills. Children in the Early Years Foundation Stage make good progress.
- Teaching is good and work is usually challenging. Lessons are mostly fast paced with activities that engage pupils' attention and interest. Occasionally work is not fully matched to pupils' learning needs. Sometimes teachers talk too much with the result that pupils do not become involved in their own learning quickly enough. A small number of pupils are not sure what the next steps in their learning are.
- Pupils' behaviour is generally good. They have positive attitudes to learning and have good independent learning skills. Bullying is rare and the school deals with it effectively. The school takes good care of its pupils and ensures they are safe.
- Leaders have a good understanding of the school's strengths and weaknesses. The actions taken to deal with the pupils' past underachievement have been effective. Leaders manage teachers' performance well and work successfully to improve the quality of teaching. They provide a comprehensive programme of professional development for all staff.

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

What does the school need to do to improve further?

- Raise levels of attainment in writing by July 2013 by ensuring that pupils:
 - always use the same breadth of vocabulary, degree of detail and complex sentence structure as they show in their speech
 - spell carefully and accurately
 - produce legible, well-presented writing.
- Improve teaching so that more matches the quality of the best seen, by ensuring that:
 - work is always matched to the learning needs of pupils
 - teachers enable pupils to quickly become involved in their own learning activities in lessons
 - pupils know what the next steps in their learning are.

Main report

Achievement of pupils

Pupils' progress is good and improving. Pupils in Key Stages 1 and 2 have made good progress from below average starting points. Learning is good and often fast. For example, in a lesson where pupils identified the main mathematical information in word problems and then used the information to carry out the calculations, pupils rapidly settled to work in small groups to discuss and find the information they needed. Pupils collaborated well on tasks closely matched to their abilities. They worked successfully, identifying the mathematical information they needed, and applying previously learned calculation skills to solving the problems correctly. Pupils' enjoyed the problems, and at the end of the lesson they were disappointed that they had to finish.

Attainment is broadly average and rising. In the past, too few pupils reached Level 5 in end of Key Stage 2 assessments, but these pupils' progress has improved and the more able pupils typically reach their target levels. Pupils read well. By the end of Years 2 and 6, their attainment in reading is broadly average, with some pupils having above average reading skills. Pupils use their phonics skills (the links between sounds and letters of the alphabet) to read unfamiliar words well, and use them automatically when reading to adults, striving to pronounce the words without help. They also use these skills well in their writing, but their attainment in writing is a little lower than in reading. They write in a wide range of styles, for example, reports, descriptive writing and poetry, but do not always use the breadth of vocabulary, complex sentence structures or use connectives and adjectives as well and as they do in their speech. Occasionally, their spelling is careless, of both common and new vocabulary. In a few instances, handwriting is untidy and difficult to read. Nevertheless, the gap in performance between speaking and writing is narrowing, because the school is focusing successfully on improving attainment in writing. Pupils' numeracy skills are broadly average by the ends of Key Stages 1 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

2. Pupils use addition, subtraction, multiplication and division well, and apply these successfully to mental calculations and problem solving activities.

Disabled pupils and those with special educational needs make good progress. Past weaknesses have been successfully reversed by staff appointed to provide support in developing pupils' numeracy skills. Past underachievement by girls has been reversed and boys' and girls' progress is now similar. Pupils with English as an additional language and those who join the school during the year make good progress because other pupils readily help them, and because staff support them well and encourage them to work independently. Pupils from the hearing impaired base make good progress because they are well supported by their own staff, other pupils include them in activities, and teachers make sure resources are suitable and readily available.

In the Early Years Foundation Stage, children make good progress from their relatively low starting points, especially in developing their communication and literacy skills. Progress is improving and for the first time in recent years attainment is broadly in line with expectations for pupils leaving Reception. Children enjoy learning. For example, they took delight in successfully programming a mechanical toy to take toy mini-beasts to their appropriate environment.

Parents and carers, including those with children in the hearing impaired base, are pleased with how well their children learn.

Quality of teaching

Teaching is generally good and occasionally outstanding. Teachers plan lessons that are usually closely matched to pupils' learning needs. They teach phonics well so that pupils make good progress with their reading skills. They establish good relationships which play a significant part in pupils' confidence to express their ideas in lessons.

Teaching is best where work is challenging and teachers encourage pupils to organise their own learning. For example, in a lesson on describing the character of individuals in stories, pupils were encouraged to find evidence in text extracts, and to challenge each other about how convincing their descriptions were, based on their evidence. The teacher's questioning encouraged pupils to suggest their own ideas, to search for the evidence and to modify their opinions. Pupils engaged in the activity well, and were enthusiastic to outdo each other in their explanations. They produced high quality work in a friendly, collaborative atmosphere, which promoted their consideration for each other's ideas well. Learning was outstanding and contributed effectively to pupils' spiritual, moral, social and cultural development. However, occasionally work is not matched to pupils' learning needs and is either too hard or too easy. In a few lessons, the teacher sometimes talks too much so that pupils do not start on their own learning activities soon enough.

Teachers' marking is frequent and informative, giving pupils clear information about their progress, how to improve their work and what their targets are. Pupils follow guidance they are given, but although most know what their learning targets are,

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

some do not. The curriculum is well organised to reinforce pupils' communication, literacy and numeracy skills in all subjects.

The quality of support for disabled pupils and for those with special educational needs is good, focusing successfully on enabling pupils to develop confidence in their own abilities. Support for pupils who speak English as an additional language and for those arriving at the school during the year is effective, helping them acquire the necessary English language skills to aid their learning in all subjects. Teaching in the Early Years Foundation Stage is good. Staff work closely with each other to assess children's progress and to provide a curriculum that provides a good balance between guided and independent learning.

Parents and carers are pleased with the teaching of their children. Pupils express positive views about their learning experiences.

Behaviour and safety of pupils

Pupils enjoy school and their attendance is above average and improving. They welcome visitors readily, and look after new pupils and those who are occasionally upset with spontaneous kindness and consideration. Pupils have positive attitudes to learning and behaviour is typically good. Some pupils, and a small proportion of parents and carers, and staff feel there is occasional unacceptable behaviour that disrupts learning, but they also say that it is rare and dealt with well. Inspectors saw no unacceptable behaviour, but observed that records show the school identifies potential problems quickly and deals with them effectively to prevent disruption to learning. Pupils have a good understanding of different forms of bullying and say they are rare. Pupils are confident that incidents are dealt with well. Pupils know how to stay safe and parents and carers confirm that their children feel safe. The school's personal, social and health education programme plays a significant part in promoting pupils' tolerance, understanding and respect for each other. The school takes good care of its pupils, and provides sympathetic, good support for pupils and families, including those whose circumstances make them vulnerable.

Leadership and management

The headteacher provides good direction for improvement. Leaders accurately identify strengths and weaknesses, and take pupils' views into account in their evaluations. Leaders act quickly and successfully to address weaknesses. Regular monitoring, followed by effective mentoring and coaching, has raised the quality of teaching so that there is now more that is good. Well-targeted professional development is effective in raising the confidence and skills of teachers. Attainment and progress are improving. The gap in performance between girls and boys has reduced and the attainment of higher attaining pupils has risen. The school is now rightly focusing on improving attainment in writing. Pupils' attendance has improved. The governing body works closely with the school. It holds leaders to account and new governors are rapidly gaining the skills they need to support the school in its development. Safeguarding requirements are met and the school is inclusive 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

promotes equal opportunities well. The trend of sustained improvement in recent years shows the school has a strong capacity to improve further.

The curriculum is well managed, with a wide range of trips, visitors and activities to enrich pupils' experience, and to strengthen their development of basic skills. Assemblies, celebration of the values and traditions of other cultures, group work and good relationships promote pupils' spiritual, moral, social and cultural development well. The school does much to promote good relationships in the community through involvement of parents and carers in many of the school's activities. Parents and carers value the support they receive, the quality of education on offer and the efforts the school makes to ensure behaviour is good. Most feel they are well informed, especially those moving into the area whose children join the school during the year.

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).

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.



29 June 2012

Dear Pupils

Inspection of New Marston Primary School, Oxford OX3 0AY

Thank you for welcoming us so warmly when we inspected your school, and for sharing your views with us. We think your school is good and improving. Your progress is good and improving year by year.

The following things are particular strengths of your school.

- Teaching is usually good and you find learning fun. The school provides many activities that help make learning interesting.
- The staff and governing body have a clear view of what the school needs to do to improve further and are taking the right actions to make sure it does.
- Your behaviour is good. You know about the different forms of bullying and you say bullying is very rare and it is dealt with well.
- Your attendance is above average.
- The school takes good care of you, and you know how to keep yourselves safe.

In order for the school to continue to improve, we have asked your teachers to do several things.

- Help you to include better vocabulary, more detail and complex sentences in your writing, like you do when you speak.
- Make sure you spell carefully and correctly, and produce neat handwriting.
- Make sure that work is always suitable for you, whatever your ability.
- Make sure you are given the chance to get on with your own learning activities quickly in lessons.
- Help you remember what your learning targets are.

You can help by trying to write as well as you speak, being careful that you spell accurately, and write neatly. You can also tell teachers if you find work too easy, and by remembering your learning targets.

Yours sincerely

Ted Wheatley
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.**