

# St Philip and James' Church of England Aided Primary School Oxford

Navigation Way, Oxford, OX2 6AB

**Inspection dates** 4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The vast majority of pupils make good progress across the school. Overall, attainment is well above average in all subjects. There is real enjoyment of reading and this is one of the strengths of the school.
- All groups of pupils, including those with special educational needs, those known to be eligible for free school meals, and those for whom English is an additional language, achieve well.
- Teaching is good overall. Teachers have high expectations of pupils and they use their questioning techniques well to test pupils' understanding.
- Pupils are very enthusiastic about their school and they feel safe, supported and well cared for by adults. They are active in the life of the school and enjoy the responsibilities that are given to them. They feel safe, behave well and have good attitudes to learning.
- The governing body, headteacher and senior leaders work together well for good outcomes for pupils and have maintained the high levels of attainment for pupils since the last inspection. The headteacher is supported well by senior leaders and managers.

### It is not yet an outstanding school because

- Too little teaching is outstanding. In a number of lessons, teachers talk for too long and this restricts independence and the
- Teachers' marking is inconsistent. . Where comments are made on how pupils can improve their work, teachers do not always

progress of, particularly, the more able.

follow them up to check that pupils have fully understood how to improve their work.

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## Information about this inspection

- Inspectors observed 25 lessons, of which seven were joint observations with members of the senior leadership team. In addition, the inspection team made a number of other short visits to lessons and to learning areas.
- Meetings were held with members of the governing body, the headteacher, senior leaders, subject coordinators and two groups of pupils. A telephone discussion also took place with the local authority representative. Two phone calls were made to parents at their request.
- Inspectors received 81 responses to the on-line questionnaire (Parent View). Six letters were submitted to the inspection team by parents and carers. Inspectors held informal discussions with parents and carers before the start of the school.
- Inspectors received 29 completed questionnaires by staff and considered the responses made by them all.
- Inspectors observed pupils' work in and outside of the classroom, scrutinised their books, including some of the books from Year 6 pupils who left the school in summer, and looked at a number of documents, including child protection and safeguarding policies, the school's own data on achievement of different groups of pupils, the school's records and policies on behaviour, safety, attendance, and monitoring of the quality of learning and teaching, as well as the governing body minutes.

## Inspection team

Avtar Sherri, Lead inspector

Lead inspector

Abigail Rourke

Additional inspector

David Curtis

Additional inspector

## Full report

### Information about this school

- This is larger than the average size primary school. The number of pupils from minority ethnic backgrounds is above the national average. However, majority of pupils are from White British background, the remainder coming from any other White background and mixed-heritage, with very small numbers from other minority ethnic heritages. The number of pupils who speak English as an additional language is higher than the national average.
- The proportion of pupils supported by the pupil premium is below the national average.
- The proportion of disabled pupils and those with special educational needs, including those supported at school action, school action plus and with a statement of special educational needs, is below average.
- The proportion of pupils joining and leaving the school throughout the year is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by reducing the number of lessons with too much teacher talk in order to provide greater opportunities for pupils to interact with each other and ensure that more-able pupils are sufficiently challenged to reach their potential.
- Improve the consistency in marking and the quality of feedback on pupils' work so that next steps for learning are clear to pupils, and to ensure that they respond to the comments made through checking their work.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception at above age-related expectations, particularly in understanding of the world, communication and literacy, and mathematics. They are weaker in personal, social and emotional development and in expressive arts and design.
- There has been a trend of well above average attainment in all subjects across the school over the past three years, except in writing in 2010 at Key Stage 1 when it was broadly average. This year, some pupils achieved Level 6 in both English (12%) and mathematics (25%).
- Attainment is rising in all subjects, particularly in reading, where there is real enthusiasm and enjoyment of reading amongst pupils. Younger readers know how to blend sounds to decode unknown or more complex words.
- The proportion of pupils making or exceeding the expected progress from Key Stage 1 to Key Stage 2 is higher than the national average in reading, writing and mathematics.
- Analysis of performance data and scrutiny of pupils' work show that that they make at least good progress overall. Pupils, however, do not make rapid and sustained progress throughout year groups, particularly in mathematics in Years 3 to 4 and writing in Years 2 to 3.
- Parents and carers who responded to Parent View and those consulted agree that their children make good progress at school.
- Progress in a number of lessons observed was limited because teachers talked for too long. As a result, some pupils, particularly the more able, were not sufficiently challenged to reach their potential.
- The gap between the achievement of boys and girls and those pupils known to be eligible for the pupil premium is closing. Pupils who speak English as an additional language make good progress in all subjects, with particularly strong progress in writing and mathematics.
- Disabled pupils and those who have special educational needs make the expected progress through good-quality care and highly individualised support.
- There are good transition arrangements with secondary schools to give Year 6 pupils, including the disabled and those with special educational needs, a good start in their next stage of education.

### The quality of teaching is good

- The quality of teaching over time is good overall. Pupils benefit through teachers' mainly secure subject and curriculum knowledge, the use of learning objectives and success criteria, and the use of questioning to test understanding. Good scaffolding of key vocabulary was a strong feature of many lessons observed. In one outstanding lesson, pupils made outstanding progress in developing a poetry theme through self-assessment and peer coaching. In one of the good lessons, the needs of different learners were met through activities closely matching their needs and, as a result, they made good progress with their understanding of symmetry. Teachers' Standards are met by all teachers observed.
- Teachers' planning shows that they know their pupils well and they plan activities accordingly to meet the needs of different learners, including those with disability and special educational needs. However, there is, at times, a lack of 'buzz' and lively activities in classrooms to promote greater collaboration between pupils, to motivate and enthuse them, and to capture their interests. Where teachers talk for too long, this limits the pace of learning for more-able pupils who do not have sufficient opportunities to work independently and extend their ideas in a more open and imaginary way.
- Pupils' work is marked by teachers, with some comments on how to improve. However, this is

not consistent across year groups, which limits pupils' involvement in their next steps for learning. Teachers do not always check that pupils have taken into account their comments for improvements.

- Learning support assistants are used skilfully to meet the needs of disabled pupils and those with special educational needs, those for whom English is an additional language and those eligible for the pupil premium. As a result, these pupils make similar progress to other groups.
- The Early Years Foundation Stage provides a very supportive and caring environment for pupils, and teaching assistants are deployed effectively to support pupils' learning. There are good opportunities for pupils to develop their speaking and listening skills through talking with their talk partners. However, sometimes there is insufficient balance between adult- and child-initiated activities. Some of the activities are heavily adult directed and this limits learning and independence. Occasionally, opportunities are missed to promote learning through free flow between indoor and outdoor activities.
- Teaching contributes very successfully to promoting learning and pupils' spiritual, moral, social and cultural development. Pupils enjoy the range of extra-curricular activities that the school offers, including developing their skills through the creative curriculum in partnership with various cultural institutions. Enrichment activities, targeted interventions and school's participation in the Comenius project all make a positive contribution to pupils' learning and progress in different subjects, including increasing their global awareness and knowledge about other cultures.

### **The behaviour and safety of pupils are good**

- Pupils across the school show good behaviour. They are courteous, respectful and kind. Pupils from all backgrounds get on well with each other, both inside the classroom and outside in the playground. Pupils are trained as playground friends and they look out for each other. Pupils themselves say that behaviour is good and bullying and racist behaviour is rare.
- Good behaviour is supported by shared classroom rules and a playground charter. Staff promote good behaviour with praise and a variety of rewards for pupils. Behaviour and bullying logs show that unacceptable behaviour is rare, and, when problems do occur, there are good support systems in place for pupils. However, the outcomes of actions taken are not always clear, particularly in relation to the background of pupils involved.
- From the Parent View responses, 60% of parents and carers said that the school deals effectively with bullying, with 10% disagreeing. No issues around unacceptable behaviour or bullying were raised by parents and carers in their letters or during discussions with the inspection team. Of the 29 staff questionnaires received, two thirds strongly agree and one third agree that behaviour is good in the school. There have been no exclusions at the school.
- Behaviour and attitudes to learning are good, although some pupils do not always find it easy to sustain this in lessons, especially when sitting on the carpet for too long or when the pace of a lesson drops.
- Pupils say they feel safe at school and able to approach an adult if they have any safety concerns. They are given a range of ways of keeping themselves safe through police visits, awareness of cyber-bullying and e-safety, and involvement in the school's anti-bullying week.
- Attendance is broadly average. The school is developing further strategies to follow up absences quickly and to improve the quality of absence data to identify the background of key groups for effective targeting of support.

## The leadership and management are good

- The headteacher is supported well by senior leaders, staff and the governing body, and they work together well as a cohesive team. The headteacher's high expectations and ambitions for pupils' achievement are shared by all in pursuit of continuous improvement. As a result, the school has maintained its high attainment for pupils and narrowed the achievement gap between boys and girls since the last inspection. The school promotes successfully equality of opportunity for all pupils and discrimination is not tolerated in any form. As a result, pupils with disability and special educational needs, and those for whom English is an additional language, and those eligible for pupil premium make similar progress to other pupils.
- Performance management is carried out on a regular basis to monitor the performance of teachers through lesson observations and to review and set challenging targets. Staff said that their training needs are well met by the school and there is good support for them to develop in their roles.
- The curriculum is good and provides opportunities for creative development for all groups of pupils. To meet the needs of all learners, the school curriculum is enriched by creative cultural aspects through strong partnership with cultural institutions, the theme weeks across the curriculum, participation in the Comenius project and school visits. As a result, achievement is good for all groups of pupils and the promotion of pupils' spiritual, moral, social and cultural development is a real strength of the school.
- The headteacher shares data on achievement and priorities for the school development plan with the governing body, including the progress of disabled pupils and those with special educational needs, those for whom English is an additional language and on the use of the pupil premium. Subject leaders monitor effectively their subjects through book scrutiny and sometimes by observing lessons. They track pupils' progress closely and identify any underachieving groups. However, data are yet to be further refined so that it can be used more effectively to identify pupils who are not making sufficient progress across year groups.
- Parents' and carers' response to Parent View indicates that 87% of them believe that the school is well led and managed. The 29 staff responses in the questionnaires indicate that all of them either strongly agree or agree that the school is well led and managed.
- The school meets all statutory safeguarding requirements.
- The local authority provides a very light touch support to the school and is satisfied with its performance.
- **The governance of the school:**
  - Is good. Members of the governing body know the school well. They have high expectations for pupil outcome and are fully committed to school improvement, including monitoring of policies, allocating resources and deployment of staff through efficient management of financial resources.
  - Governors are very knowledgeable and offer appropriate support and challenge through school visits and by asking probing questions.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	123214
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	403521

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Corinna Redman
<b>Headteacher</b>	Irene Conway
<b>Date of previous school inspection</b>	22 November 2007
<b>Telephone number</b>	01865 311064
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