

Fringford Church of England Primary School

The Green, Fringford, Bicester, OX27 8DY

Inspection dates

27–28 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils make good progress across the school, leading to above-average attainment in reading, writing and mathematics by Year 6.
- Good teaching supports all groups of pupils well. Teachers make learning meaningful through the effective use of a range of interesting tasks and resources. There is effective one-to-one support for pupils who find learning difficult.
- Pupils are polite and friendly, behave well, feel safe at school and are keen to learn.
- Leaders, including the governors, work well as a team. They know the school's strengths and understand what needs to be done next to make the school even better. Leaders have a positive impact on maintaining good teaching and pupils' good achievement.
- Most of the parents and carers who contributed their views to the inspection are very pleased with the school.

It is not yet an outstanding school because

- Progress in mental mathematics is not always as fast as it could be. In a few lessons in mental mathematics, activities are not sufficiently adapted to support and challenge all pupils.
- Some opportunities are missed for pupils to demonstrate and extend their writing and numeracy skills when working in other subjects.
- Pupils are not consistently expected to act on advice given through teachers' marking.

Information about this inspection

- The inspector observed 11 lessons taught by five teachers.
- Meetings were held with leaders and teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection took into account 32 responses to Parent View, and informal discussions with a sample of parents and carers were held informally after school.
- The inspector considered the views raised in nine staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own assessment data, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional inspector

Full report

Information about this school

- Fringford Church of England Primary School is much smaller than the average-size primary school.
- There is a low proportion of pupils who are supported through school action, school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The on-site, privately run pre-school did not form part of this inspection.

What does the school need to do to improve further?

- Increase the rate of progress during mental mathematics sessions by ensuring that pupils work quickly at levels that are right for them.
- Provide greater opportunities for pupils to demonstrate and extend their writing and numeracy skills in support of learning in other subjects.
- Ensure that pupils always act on advice given through teachers' marking so that improvements can be made straight away.

Inspection judgements

The achievement of pupils is good

- Year groups are small and attainment on entry to the school varies, but most children are working within the levels expected for their age when they start in the Reception class. They make good progress in the Early Years Foundation Stage and, when they start in Year 1, most pupils are at or above the expected levels across all areas of learning. Children make best progress in learning about letter sounds because these are promoted especially well. For example, children enjoy sorting the real and nonsense words they have read, placing the real ones in the 'treasure chest' and the nonsense ones in the bin.
- Good progress continues from Year 1 to Year 6, so that attainment is above average in reading by the end of Year 2 and in reading, writing and mathematics by the end of Year 6. Younger pupils develop a good knowledge of the sounds letters make (phonics) and enjoy the help they receive from members of staff and from the engaging computer activities. Attainment in writing has risen following a whole-school focus last year.
- Pupils' progress in mathematics is mostly good, but not consistently rapid during mental mathematics sessions. Occasionally tasks are not at the right level to suit all abilities, or pupils are not expected to work quickly enough to increase their speed in making mental calculations.
- Disabled pupils and those with special educational needs make good progress because they are given effective one-to-one support sessions that boost their learning.
- Pupils eligible for the pupil premium learn quickly because their specific needs are identified and supported and their progress is carefully monitored.
- Pupils develop a wide range of skills during their time at the school and are very articulate. Opportunities are sometimes missed to extend skills taught in writing and numeracy lessons when pupils are working in other subjects.

The quality of teaching is good

- Good relationships between members of staff and the pupils ensure that pupils feel safe and happy at school and behave well. There is an atmosphere of calm about the school that enables pupils to focus on learning. Children settle into the Reception and Year 1 class quickly and are confident about making choices, such as picking runner beans and discussing their relative sizes.
- Teachers understand how pupils learn best and provide activities that engage their interest well. For example, in Years 3 and 4 pupils enjoyed guessing mystery shapes from their partners' explanations of their properties.
- Good resources are used well to help pupils understand new ideas. For example, in Years 1 and 2, a giant abacus was used well to demonstrate counting in 10s.
- Probing questions encourage pupils to develop their ideas. For example, in Years 5 and 6 pupils were expected to explain the strategies they used when working out answers to their calculations.
- Teachers have good subject knowledge and share subject vocabulary well. For example, in a science lesson about adaptations in Years 5 and 6, words such as 'camouflaged' and 'predator' were shared well.
- Work supports fast learning in most lessons, although occasionally mental mathematics sessions do not ensure that all pupils learn as quickly as they could because questions asked of the whole class do not always match the pupils' differing abilities closely enough.
- Good support is given to disabled pupils and those with special educational needs so that almost all pupils achieve well from their starting points.
- Teachers provide pupils with helpful advice, but written comments are not always followed up swiftly so that pupils can make the necessary improvements to their work straight away.

The behaviour and safety of pupils are good

- Pupils behave well and work together sensibly in lessons. For example, in the Reception and Year 1 class, pupils cooperated with each other well and learned to take turns when taking part in parachute games. Pupils agree that behaviour is good, although they report that there is a little chatting in lessons when pupils should be working.
- Most parents and carers are pleased that their children feel safe and are happy at school. They agree that behaviour is good.
- Pupils have good attitudes towards learning and are enthusiastic about their lessons. They say that they especially enjoy the 'Blue Peter' moments when they are taught new skills in art and say that lessons are 'really interesting'.
- Occasionally, the concentration of a few pupils flags during whole class discussions; when this happens they do not all take an active part in answering the teacher's questions.
- Pupils feel safe at school. They have a good understanding of types of bullying, including cyber bullying, and say that the few instances of rough play are mostly dealt with to their satisfaction. The school has an annual anti-bullying week that refreshes messages about how pupils should behave and consequently they know what to do if they have any concerns.
- Pupils know how to stay safe by being careful on slippery surfaces and by not taking risks. They understand why care needs to be taken to stay safe when using the internet.
- Rates of attendance are consistently above average and were high last year, demonstrating pupils' enjoyment of school. A very few families take unauthorised term-time holidays.

The leadership and management are good

- Self-evaluation is accurate and consequently leaders are clear about what to do to make the school even better. Leaders ensure that the school policies and procedures are consistently applied by the well-established staff.
- Good systems for performance management have ensured that teaching has continued to improve and targets for development are firmly based on individual and school needs in supporting pupils' achievement. For example, recent whole-school developments have had a positive impact on improving punctuation in pupils' writing.
- The curriculum motivates pupils to learn and visits and visitors are used well to enliven topics such as the Tudors. There is a good focus on the development of basic skills, including in information and communication technology.
- The school ensures that there is no discrimination and pupils of differing abilities and backgrounds are given equal opportunities. Improvements are being made to systems for monitoring progress to provide a clearer picture of trends over time.
- Provision for pupils' spiritual, moral, social and cultural development is good. For example, pupils are supported in learning about how to be a good friend and they are aware that they need to 'make an effort' for their friends, and that they should 'not leave people out'.
- Safeguarding arrangements meet requirements and leaders are constantly seeking ways of making the school even safer.
- The school receives light-touch support from the local authority and has benefited from various relevant training courses. Additional services are available as required.
- The school has productive relationships with parents and carers who make positive comments such as, 'I'm absolutely happy' and 'Children love it here.' A small minority would appreciate more information about their children's progress.
- **The governance of the school:**
 - has a number of new governors but, despite this period of transition, provides the right level of support and challenge to the school
 - carries out its statutory duties, and financial management and maintaining a safe environment are particular strengths
 - has plans to carry out self-evaluation to increase its efficiency.

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

Unique reference number	123102
Local authority	Oxfordshire
Inspection number	403509

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Amanda Houston
Headteacher	Susan Pearson
Date of previous school inspection	6 May 2008
Telephone number	01869 277397
Fax number	01869 277397
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