

Deddington Church of England Primary School

Earls Lane, Deddington, Banbury, OX15 0TJ

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in English and mathematics in Years 1 to 4 is not sufficiently strong because not enough lessons are good or better.
- Teachers do not always make it clear what they want pupils to learn in lessons and do not check their progress closely enough during the lesson.
- In some lessons, teachers do not give work that demands enough of pupils and do not adjust it if they find it too easy or difficult.
- A few pupils' behaviour in lessons and around the school does not live up to the school's high expectations as made clear in the school and class rules.
- Checks made by senior leaders and the governing body do not always focus clearly on the impact of teaching on pupils' progress and achievement.
- A small minority of parents are concerned about the lack of response to their concerns.

The school has the following strengths

- Children's progress in Reception is consistently good.
- Pupils' progress in reading is much stronger than in writing and mathematics.
- Good teaching in Years 5 and 6 contributes to pupils' good achievement by the end of Year 6.
- Most pupils are polite and considerate and clearly feel safe in school.
- Attendance is above average.

Information about this inspection

- Inspectors observed 17 lessons, one of which was jointly observed with the headteacher. In addition, inspectors made short visits to other sessions.
- Meetings were held with a group of pupils, the Chair and Vice-Chair of the Governing Body, a representative of the local authority, as well as with senior and middle leaders.
- Inspectors took into account the views of 56 responses to the on-line Parent View questionnaire together with the outcomes of the school’s own survey of parents’ views.
- Inspectors looked at a wide range of documents, including the school’s own data on pupils’ current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.

Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Kerry Rochester

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The proportion of pupils who are supported at school action is below average, as is the proportion of those supported by school action plus or with a statement of special educational needs.
- Almost all pupils are White British. Very few come from minority ethnic groups, or who speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is much lower than average.
- The headteacher joined the school in January 2011.
- The school meets the government's current floor standards, which set the minimum expected for pupils' attainment at the age of 11 years.

What does the school need to do to improve further?

- Raise the overall quality of teaching to good so that all pupils, particularly those of average and lower ability, make consistently good progress by:
 - building on what pupils already know and can do, and ensuring work set challenges them to secure better than expected progress
 - communicating clearly to pupils what they are expected to achieve by the end of a lesson and by checking more closely their progress during lessons
 - adjusting planned activities in lessons, when necessary, to ensure all pupils make good progress.
- Improve pupils' achievement in English and mathematics, particularly in Years 1 to 4 by:
 - improving pupils' use of punctuation and the range of vocabulary used in their written work
 - giving pupils clear guidance on how to improve their writing
 - increasing opportunities for pupils to practise their mathematical skills in solving practical and real-life problems in different subjects.
- Ensure the rules related to pupils' behaviour are consistently applied in and around the school.
- Strengthen the leadership and management of the school by:
 - sharpening checks on teaching, particularly its impact on pupils' learning and progress in lessons and in their written work
 - developing governors' skills in challenging and holding senior leaders to account for improving the quality of teaching and pupils' achievement, particularly in Years 1 to 4
 - improving the quality of communication with parents to assure them that their concerns are listened to.

Inspection judgements

The achievement of pupils

requires improvement

- Children in Reception make good progress from their starting points on entry and meet their early learning goals by the time they enter Year 1. Pupils in Years 1 and 2 mainly make the expected progress. Their attainment at the end of Year 2 shows a recent dip, but remains broadly average.
- Pupils continue to make steady progress in Years 3 and 4, but it speeds up in subsequent years. The good progress in Years 5 and 6 leads to pupils achieving well and gaining above average attainment in English and mathematics by the time they leave the school.
- Progress in reading is stronger than in writing. Good progress starts in Reception and continues as pupils move through the school. Pupils read for enjoyment as well as for researching information for their learning in other subjects. Attainment in reading is above average at the end of Year 6.
- Writing is improving due to recent initiatives, such as the Big Write which encourages pupils to write extensively and on their own. Some weaknesses still persist, such as the use of correct punctuation and the choice of a wider range of vocabulary in written work in all subjects. Often this is because pupils do not fully understand or follow the guidance given to them by teachers.
- Pupils express themselves well. They are confident in talking to their peers, responding to their teachers' questions and giving their opinions during discussions.
- In mathematics, pupils tackle work with numbers with confidence. However, they have infrequent opportunities to practise their calculation skills in solving practical and real-life problems across subjects.
- The more able pupils make stronger progress than other groups. Some pupils of average and lower ability make slower progress than other groups, often due to the lack of suitable challenge in the work they are given in lessons.
- Disabled pupils and those with special educational needs make the expected progress as do the few who are in receipt of pupil premium funding. The very few pupils from minority ethnic groups, who speak English as an additional language, make steady progress which quickens as they gain a better command of English.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' progress in lessons and over time is not as good as it should be, particularly from Years 1 to 4. There is not enough good teaching to build on the good start pupils get in Reception.
- Good teaching is often found in Reception and in Years 5 and 6 where teachers set demanding tasks and have high expectations of pupils. These lessons benefit from teachers' strong subject knowledge and their persistent and skilful questioning.
- When teaching is less effective, the work given to pupils is not suitably challenging, which slows the pace of their learning and progress. In such lessons, teachers do not pay sufficient attention to what pupils already know and are capable of doing and do not reshape the planned activities during the lesson if they are found to be too easy or difficult, particularly for pupils of average and lower ability.
- Teachers usually make their intentions of what they expect pupils to learn clear. This is not the case in all lessons. In some lessons, pupils do not fully understand what they are expected to accomplish by the end of the lesson. Together with limited checks on pupils' progress during lessons, this contributes to variable levels of achievement.
- The teaching of reading is a strength of the school. The regular and systematic teaching of phonics (linking letters and the sound they make) contributes to pupils' confidence in reading in all subjects. Good teaching of reading contributes to above average standards in reading by the

time pupils reach Year 6.

- The teaching of writing is conscientious and pupils' writing is improving as a result. Pupils' use of correct punctuation and a wider range of vocabulary in their written work is not yet strong across the school. Teachers guide pupils, for example through their marking on how to improve their writing, but the guidance is not always clear or followed up.
- The teaching of disabled pupils, those with special educational needs, the few who are supported through the pupil premium funding is effective and ensures that they make at least the expected progress. The extra help provided meet their specific needs. The very few pupils from minority ethnic groups or who speak English as an additional language receive extra attention, particularly in building up their competence in English.

The behaviour and safety of pupils

require improvement

- Typically, most pupils behave well in lessons. However, in a few lessons, a very small minority of pupils do not pay attention. Occasionally, a few display boisterous behaviour in the playground.
- Although the school has a clear expectations for acceptable behaviour, procedures are not always followed properly to address any misbehaviour.
- Pupils are polite and courteous. They show respect for others from different backgrounds. Teachers and adults provide numerous opportunities for pupils to develop their social skills. In the Reception class, children relate well to each other and to adults. In the rest of the school, pupils work well together in lessons, working harmoniously in pairs and small groups.
- Pupils have a sound understanding of different types of bullying, including that which relates to prejudice. They feel that if, and when, bullying occurs in the school adults are on hand to deal with it promptly. They are aware of their own and others' safety.
- A small minority of parents are concerned with the level of unacceptable behaviour in the school. The inspection evidence did not find unacceptable behaviour or bullying to be a persistent feature. In discussions with inspectors, pupils said that behaviour in school was generally good. The latest Parent View survey indicates that most parents agree that their children feel safe at school.
- Senior leaders and governors are keen to maintain good attendance and have good procedures in place to encourage parents as well as pupils about the importance of coming to school regularly. As a result, attendance remains above average.

The leadership and management

require improvement

- Senior leaders and the governing body have established a clear set of priorities which are focused on improving pupils' achievement and the quality of teaching. The school has successfully tackled most areas for improvement identified at its previous inspection and pupils' attainment at the end of Key Stage 2 remains above average. The school has demonstrated that it has the capacity to bring about further improvement.
- Pupils' progress data are regularly analysed to ensure that there is no discrimination and that the school is able to secure equality of opportunity for all groups. The outcomes assist the school in providing extra help in boosting the basic skills of the few pupils being supported by pupil premium funding. As a result, teaching assistants are deployed well to meet the specific needs of pupils with special educational needs.
- Senior leaders make checks on teaching in lessons and on pupils' progress in their written work which gives them a broad, but not always a precise, view of strengths and weaknesses in teaching. Senior leaders' checks do not focus enough on the impact of teaching on learning and so pupils do not always make the progress they are capable of.
- The governing body and the headteacher have recently reinforced the links between the performance management of teachers and pupils' achievement. Training is beginning to contribute to their greater effectiveness in teaching reading and writing. The management of teachers' performance has made only a limited contribution to raising the quality so far.

- The curriculum rightly focuses on the acquisition of basic skills. It meets the needs of most groups of pupils. The range of activities, including enrichment through sport, music and outdoor education, promotes pupils' spiritual, social, moral and cultural development.
- Parents are satisfied with the level of care shown to their children at school. A small minority are not satisfied with the school's response to their concerns and the information they receive about their children's progress.
- Safeguarding arrangements in place are secure. Staff are alert to, and ensure, pupils' safety.
- The local authority provides light touch support, on the basis of the school's recent good results, particularly at the end of Key Stage 2. This support has not been as effective at Key Stage 1, where results have dipped.
- **The governance of the school:**
 - The governing body has a sound knowledge of the school's strengths, but it is less sure about its weaknesses. Governors review school data, but do not seek reasons for any apparent weaknesses when compared to other schools, for example the recent dip in attainment at Key Stage 1. They are aware of the need to take into account teachers' performance carefully when considering teachers' progression through the salary structure. In general, they have not held the senior leaders sufficiently to account for the school's performance, particularly for the quality of teaching and pupils' achievement across the school. Governors have a handle on the budget and know how pupil premium funds are being used to provide extra support for this group of pupils. They have had limited training, especially for skills that are needed to check the work of the school.

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	123145
Local authority	Oxfordshire
Inspection number	403516

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

Type of school	Primary
School category	Voluntary added
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Hugh Marshall
Headteacher	Clive Evans
Date of previous school inspection	6 May 2008
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