

Garsington Church of England Primary School

Wheatley Road, Oxford, OX44 9EW

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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' attainment by the end of Year 6 is above average in reading, writing and mathematics and continues to improve.
- As a result of good teaching, almost all pupils make the progress expected nationally, and a good number in all year groups do even better than this. As a result, they achieve well.
- Teachers have good expectations of their pupils, relate well to them, and provide an imaginative and practical range of activities throughout the day.
- Pupils are enthusiastic and confident learners, enjoy school and behave sensibly and safely in class and around the school. Staff ensure that pupils are well cared for and safe.
- The school is led well by a considerate and evaluative headteacher, who is well regarded by pupils and parents, and is strongly supported by the deputy headteacher.
- The governing body has good knowledge of pupils' achievement, the school's strengths, and priorities for improvement, and works effectively with the school and the local community.

It is not yet an outstanding school because

- Not all teachers are confident in their interpretation of information about pupils' progress, and they do not all give sufficient opportunities for pupils to develop their independent learning skills.
- Some pupils do not fully understand how to use their knowledge of letter sounds to improve their reading, spelling and writing skills.
- Subject leaders do not have sufficient opportunities to check on teaching and learning, to enable them to contribute more effectively to school improvement.

Information about this inspection

- Inspectors visited 20 lessons or part lessons taught by nine teachers.
- Meetings were held with the headteacher, the deputy headteacher, senior leaders, pupils and governors. A telephone discussion took place with an improvement advisor from the local authority.
- Inspectors observed the school's work. They examined the school's development plans and self-evaluation, safeguarding arrangements, health and safety logs and school policies, external evaluations of the school's effectiveness, and a range of pupils' work.
- Inspectors took account of 28 responses to the online Parent View survey.
- The inspectors also examined questionnaire responses from 18 members of staff.

Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Christine Pollitt

Additional Inspector

Full report

Information about this school

- Garsington Church of England Primary School is smaller than the average-sized primary school.
- Most pupils are White British, the remainder coming from a small range of other ethnic heritages.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported through pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and children of service families, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides alternative provision in the form of a daily after-school club.

What does the school need to do to improve further?

- Improve teaching in the school so that more of the good teaching becomes outstanding, by:
 - giving pupils more opportunities to develop their independent learning skills
 - ensuring that all teachers understand, interpret and use information on pupils' progress effectively
 - enabling all pupils, from their first year in school, to develop a thorough understanding of how to apply their knowledge of letters and sounds (phonics) in their reading, spelling and writing.
- Develop the responsibilities and leadership roles of middle managers by:
 - providing them with appropriate training
 - increasing the opportunities for them to monitor teaching and learning and support the development of colleagues' skills
 - ensuring that they contribute to school improvement more effectively.

Inspection judgements

The achievement of pupils is good

- Most children enter the school with skills and understanding expected for their age, although this varies from year to year. Children generally make good progress in the Reception class, especially in their personal and social development.
- Pupils in Years 1 and 2 are achieving well. Some of the past anomalies in teachers' assessments have been ironed out to give a more realistic picture of attainment and progress. More pupils are reaching above average levels in reading and mathematics by the end of Year 2 than in the past.
- Progress is good from Years 3 to 6 and pupils achieve well. In both 2011 and 2012, pupils' attainment was above average in English and mathematics by the end of Year 6. The present Year 6 is already reaching above average levels because pupils are being consistently stretched and challenged in their learning.
- Achievement in mathematics has improved markedly, following the school's identification of weaknesses in learning and the successful introduction of new strategies and resources.
- Most pupils make good progress in writing, and the school has been particularly successful in improving the writing of boys in the last year. Leaders are keeping a strong focus on ensuring that this improvement has solid foundations, and continues to raise attainment.
- Many pupils recognise their letters and sounds well, as shown by the pupils' good performance in the national phonic screening reading test in Year 1. However, teachers from the Reception class onwards do not always enable pupils to understand how to use this new knowledge to help them even more in their reading, writing and spelling.
- Pupils are well read, especially older ones, with one Year 6 pupil showing great delight in reading the classics, including *Jane Eyre* and *A Midsummer Night's Dream*. Many pupils throughout the school emphasise how much they enjoy reading. This is also evident in their well-kept reading journals, which carefully analyse pupils' views and feelings about their books.
- All groups of pupils achieve well in the school. There are occasional differences in the performance of boys and girls, but this does not follow any consistent trend. The progress of disabled pupils and those with special educational needs, the small number of pupils from different ethnic backgrounds, and pupils for whom the school receives pupil premium funding, is good.

The quality of teaching is good

- Teaching is not outstanding in the school because many good lessons lack the extra challenge for pupils to develop their independent learning skills. This results in some pupils relying too much on adult help and direction and not always reaching the levels of which they are capable.
- A few teachers are not yet confident in their use and interpretation of the wide range of good information available about the pupils' progress, leading to occasional confusion as to how much progress pupils have made.
- Children have a good start to their learning in the Reception class, and quickly develop self-confidence because of the encouragement they receive from adults. They benefit from working occasionally in a shared area with pupils in Year 1.
- Teaching throughout the school is exemplified by the good expectations of teachers and their warm, friendly relationships with the pupils. Teachers' questioning of pupils encourages thoughtful and sometimes lengthy answers, as observed in a lesson in Year 6, when pupils talked about the mechanics of preparing a newspaper report.
- Teaching has improved since the last inspection. Learning objectives are always made clear in lessons, and interventions by both teachers and teaching assistants are well directed, especially for disabled pupils and those with special educational needs.
- Teachers ensure that the great majority of pupils have a good understanding of what and how

they can improve. One pupil, for example, talked at some length about the differences she had learned between colons and semi-colons in order to improve her writing.

- The marking of work has improved and nearly all teachers offer constructive advice as well as praise. The marking in Year 6 is of exceptionally high quality, and greatly helps the pupils' progress.

The behaviour and safety of pupils are good

- Pupils behave well in all parts of the school, and in the well-managed after-school club. They behave safely, as was seen outside in the very frosty conditions during the inspection. This was also observed in a lesson in Year 3, where pupils made boxes with pneumatic attachments which raised lids automatically.
- Children in the Reception class mix happily together and soon get used to what sort of behaviour is expected of them.
- The school is a lively and safe environment, and pupils understand clearly the school rules for behaviour. They feel safe because, for example, 'there are always teachers outside, watching and helping us.' Pupils say that although nearly everyone behaves well, there are 'one or two' in every class who 'sometimes are naughty'.
- Pupils have consistently enthusiastic attitudes to their learning, as in the opportunities they have for acting in school plays like 'Yeoha', and 'Charlie and the Chocolate Factory'.
- Pupils have no concerns about bullying of any kind in the school. There is a little name calling, 'but never in a mean way, because we try to be complimentary'. They are well aware of the dangers of cyber-bullying through the internet or mobile phones, and say they have learned much from the school's anti-bullying week.
- The school has effective links with external professionals when specialised services are needed, for example to support pupils and families in difficult circumstances.
- Attendance and punctuality are better than average, and have been for several years. There have been no exclusions in recent years.
- Parents and staff alike are very positive about the behaviour of pupils, both in and outside school.

The leadership and management are good

- The monitoring and evaluation of teaching and learning in the school have been led effectively, especially by the headteacher with the support of the deputy headteacher, and has led directly to improved teaching and achievement. Other leaders in the school, though, have had insufficient opportunities and training to develop their monitoring skills, and have not yet been able to make telling contributions to managing and improving teaching.
- The school is led well by an insightful headteacher, who is very visible throughout the school, and knows all of the pupils well. Her determination to improve all aspects of the school is shared by enthusiastic staff, whose morale has risen as improvements have become tangible. This track record confirms that the school continues to have good capacity to improve.
- The school's self-evaluation and Raising Achievement Plan are rigorous and accurate and constantly updated. This has been especially helpful in the identification of specific improvement priorities closely related to the training needs of all staff. As a result, teachers have a clear understanding that pay progression depends upon their reaching their designated performance targets.
- Since the last inspection, school leaders have introduced a much wider range of creative and stimulating learning activities across a range of subjects. This has helped to sustain good behaviour, and the lively promotion of pupils' spiritual, moral, social and cultural development. An excellent example of this was seen in the school's Nativity production during the inspection, when the youngest year groups sang, spoke and acted beautifully.

- The school has an excellent partnership with parents, as shown by the school’s own survey and the Parent View survey.
- School leaders promote equal opportunities and harmonious relationships effectively. This ensures that there is no discrimination through gender, ethnic heritage, disability or special educational needs.
- The funding derived from the pupil premium is carefully monitored by leaders and the governing body, and publicly explained through the school’s website. Funding is used for extra adult support and resources for this small group of pupils, and also includes one-to-one teaching. As a result, these pupils make good progress, although a gap remains between their attainment and that of other pupils.
- The local authority has had no concerns about the school in recent times, so has only been involved infrequently in providing support, and then on request.
- **The governance of the school:**
 - Members of the governing body, led by an experienced Chair of the Governing Body, challenge school leaders regularly, especially about pupils’ progress and attainment. Governors are well organised into a number of active reporting committees, including one related to governors and the community. Most are regular visitors to the school. They are proactive in relating the headteacher’s pay to the targets they set her annually. They have an understanding of the performance targets of other members of staff, but at present rely much upon the advice of the headteacher when discussing outcomes. Governors ensure that safeguarding arrangements meet the regulatory requirements and are effective, and that school policies are reviewed on a regular basis. They are appropriately involved in on-going training to maintain their skills and insight.

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	123123
Local authority	Oxfordshire
Inspection number	406140

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	191
Appropriate authority	The governing body
Chair	Nick Ruscombe–King
Headteacher	Karen Metcalfe
Date of previous school inspection	15–16 September 2010
Telephone number	01865 361263
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