

Queen's Dyke CP School

Burwell Drive, Witney, Oxfordshire, OX28 5JW

Inspection dates 17–18 January 2013

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

- Teaching is not yet consistently good enough to secure good progress across the school. While pupils make good progress in some groups, it is slower in others where teaching is less strong.
- Standards by the end of Year 6 remain broadly average because of the variable quality of teaching. Not enough pupils reach the higher levels in national tests because not enough staff make good use of information on pupils' progress to set work at a suitable level.
- Teachers' marking does not always provide pupils with clear guidance on how to improve their work.
- A whole-school approach to the teaching of phonics (letters and the sounds they make) has not been fully established.
- The newly appointed headteachers have not yet had time to secure good achievement or improve the quality of teaching so that all is at least good.
- Until recently, members of the governing body have not had the information required to allow them fully to hold the school to account.

The school has the following strengths

- The newly appointed headteachers have a clear understanding of the strengths and weaknesses of the school, and are being well supported by the local authority, resulting in noticeable impact in a short space of time.
- The behaviour of the pupils is good, and at times exemplary. They say that they enjoy coming to school and that they feel safe.
- Parents and carers say that their children are well looked after at school, that they feel safe and that the school responds well to concerns.

Information about this inspection

- Inspectors observed the school's work and looked at its policies, assessments, records and other documents.
- Inspectors observed 19 lessons, taught by nine teachers. Meetings were held with staff, parents and carers, pupils, the school's Improvement Officer and members of the governing body.
- Inspectors took account of 25 responses to the online questionnaire (Parent View) and discussions with individual parents and carers during the inspection.

Inspection team

Graeme Burgess, Lead inspector

Additional inspector

Lesley Voaden

Additional inspector

Kate Robertson

Additional inspector

Full report

Information about this school

- Queen's Dyke CP School is an average-sized primary school
- There is a day care unit run by a private provider annexed to the site.
- The proportion of pupils known to be eligible for support through the pupil premium (additional money allocated to schools by the government) has increased significantly over the last three years and is now in line with the national average.
- The proportions of pupils from minority ethnic backgrounds, and those who speak English as an additional language, are lower than the national averages.
- The proportion of pupils supported at school action plus, or by a statement of special educational needs, is in line with the national average. The proportion supported at school action is almost double the national average.
- The school does not use alternative provision.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Two new headteachers, who already work for Oxfordshire County Council, have been appointed in January 2013 on a temporary job-share basis for four terms and a new special educational needs coordinator was appointed in September 2012.

What does the school need to do to improve further?

- Accelerate the rate of progress of the pupils by ensuring that most of the teaching is good or better by:
 - ensuring that teachers make accurate use of the recently introduced systems for assessing pupils' progress in order to accelerate learning
 - fully involving the additional adults in pupils' learning at all times
 - consistently providing guidance on clear and precise next steps for learning in marking.
- Raise standards so that a greater proportion of pupils reach higher levels by:
 - using information on pupils' progress to make sure that pupils, particularly the most able, are given work that is at the right level to stretch them
 - ensuring that there is a single whole-school approach to the teaching of phonics.
- Increase the level of challenge from the governing body in order to have a positive impact on pupils' outcomes more quickly.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement in the school requires improvement. Pupils' skills when they join the school are broadly in line with expectations for their age. Attainment by the end of Year 6 remains broadly average and there has been little improvement in standards over recent years. This is because teaching is not yet consistently effective enough to ensure all pupils are making good progress across the whole school.
- There has been a positive impact on achievement since the new special educational needs coordinator was appointed, demonstrated by better use of targeted teaching. However, too few pupils make good progress because assessment is not used well in all classes, and additional adults are not always used effectively to support pupils' learning. This is particularly the case for those children working at the higher levels.
- As a result of a greater focus on checking the progress of each individual pupil during lessons, and beginning to provide guidance on next steps in learning through more-accurate marking, the percentage of pupils making expected progress across the school rose last year. This led to a rise in the levels pupils reached in most classes and also raised standards by the end of Year 2 and Year 6. However, not all teachers are using marking to provide accurate feedback and guidance on the next steps pupils need to take to move to the next level.
- Children make typically expected progress in Reception. Since the last inspection, the school has improved the range of activities and this is resulting in better progress. However, an inconsistent approach to the teaching of phonics means that progress is not yet as good as it could be, particularly in reading, and this has an impact on pupils' attainment across the school.
- Disabled pupils and those with special educational needs make similar progress to their peers, as do pupils known to be eligible for pupil premium support as a result of targeted use of funding. Those pupils from minority ethnic backgrounds and the few who speak English as an additional language also make similar progress to their peers.

The quality of teaching

requires improvement

- The majority of teaching is securing adequate progress for most pupils. However, the quality of teaching is not yet consistently good enough to ensure pupils make good progress or to raise standards in the school. Although pupils achieve well in some lessons, in others, the pace of learning is too slow.
- Information about pupils' attainment and progress is not always used by all teachers, or in all lessons, to provide pupils with specific targets for improvement matched to their individual learning needs. As a result, work is sometimes not set at the right level and opportunities to accelerate their progress are missed.
- Similarly, teachers do not always plan effectively enough to support pupils' differing needs and additional adults are not yet asking questions which fully support learning.
- Where teaching is best, teachers' marking provides accurate guidance for improvement and pupils are clear about what they have to do next in order to improve and make good progress. However, too often, teachers do not check regularly enough that progress is being made or ensure their marking provides the pupils with clear guidance for next steps in learning, and progress slows as a result.
- The teaching of phonics across the school has been a focus for improvement in order to develop the quality of reading. However, this has led to the introduction of too many different teaching approaches, which are applied in various ways by different staff, in classes and across year groups. Inspectors found that pupils' understanding of how to break words down into their appropriate sounds and read the words on the page is not clear because the teaching of phonics is inconsistent.
- Disabled pupils and those with special educational needs are supported adequately but their

progress could be accelerated if additional adults were used more effectively.

The behaviour and safety of pupils are good

- Pupils, parents and carers rightly have few concerns about pupils' behaviour and safety. Pupils report that behaviour is good and that it has further improved recently. For example, one pupil commented, 'The new headteachers are firm but fair.'
- The majority of pupils' attitudes towards learning are good and their enjoyment in school is reflected in their improving attendance rates. However, at times when work is too easy or the pace of the lesson is too slow, attention for some pupils wanders and this hinders their progress.
- Pupils say that they feel safe at Queen's Dyke and that it is a happy school. They understand the various forms of bullying, including cyber-bullying and racist bullying, and report that all types are unusual. School leaders work hard to ensure there is no discrimination and that all pupils are treated equally.
- The curriculum provides appropriate opportunities for pupils to be made aware of potential dangers and they are, as a result, aware of how to keep safe.
- Pupils from all backgrounds demonstrate particularly high levels of care, courtesy and respect towards each other and to adults. The views of parents and carers reflect those of the children, believing that the school is a happy and safe place to be, and that concerns are dealt with effectively.

The leadership and management require improvement

- The newly appointed headteachers have not yet had time to secure good achievement or consistently good teaching and, as a result, leadership and management require improvement.
- The highly experienced headteachers are leading by example, sharing their ambition with key leaders and staff. This is beginning to have a positive impact. However, it is too early for their planned changes to have an impact on standards.
- There is some evidence that staff are now beginning to use data more effectively, and a new system for assessing progress and setting targets has been introduced. Nevertheless, there has not been enough time for this to have brought about greater consistency in the quality of teaching. For example, although data are being used more effectively to identify and target pupils' next steps in learning, this is not yet being applied in all classes and multiple approaches to the teaching of phonics are leading to variability in pupils' understanding.
- The school's self-evaluation is accurate and those providing external support, including the local authority, have been instrumental in supporting improvement. For example, the local authority's Educational Effectiveness and School Improvement Teams have worked alongside staff to develop their practice and address areas for development from the previous inspection report. The newly appointed headteachers have a proven track record of successful leadership and have already made a noticeable impact on the school. This demonstrates that there is capacity for improving outcomes for pupils.
- The curriculum includes a range of subjects and activities that support pupils' learning, and spiritual, moral, social and cultural development is promoted well. These areas are a key factor in pupils' good behaviour.
- **The governance of the school:**
 - Until recently, the governing body has provided limited challenge to school leaders as governors have not had enough information on the school's performance. The governing body now has access to data relating to pupils' progress and attainment and is in a better position to challenge senior leaders so that pupils' progress accelerates. This also means it has an accurate picture of the school's current strengths and the areas for development. In addition, access to training means that governors are increasingly aware of the quality of teaching across the school and how performance management and pay progression can be used effectively to raise standards of teaching. They understand the way in which the school has

used the pupil premium and are beginning to use their greater knowledge of pupils' progress to check how actions are raising achievement for those pupils targeted. Governors are well informed about safeguarding issues and play their part in ensuring that the school fully meets safeguarding requirements.

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	123020
Local authority	Oxfordshire
Inspection number	406132

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Nigel Day
Headteacher	Sandra Connell and Marilyn Trigg
Date of previous school inspection	7–8 February 2011
Telephone number	01993 704770
Email address	head.2304@queens-dyke.oxon.sch.uk

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